Magnolia Public Schools

Regular Board Meeting

Date and Time
Thursday June 13, 2019 at 6:00 PM PDT

Location
MSA-5 18230 Kittridge St. Reseda, CA 91335 Rm D1

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

By dialing into; 1.844.572.5683 Code: 1948435
• MSA-6 3754 Dunn Dr. Los Angeles, CA 90034
• MSA-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)
• 5113 Babette Ave. Los Angeles, CA 90066 (Ms. Diane Gonzalez)

In compliance with the Americans with Disabilities Act (ADA) and upon request,
Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified
individuals with disabilities. Individuals who require appropriate alternative
modification of the agenda in order to participate in Board meetings are invited to
contact the MPS central office. If you need special assistance to attend the meeting,
please notify Barbara Torres at (213) 628-3634 x100 48 hours before the meeting to make arrangements.

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

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			**06:00 PM**
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Pledge of Allegiance			1 m
D. Approval of Agenda	Vote		1 m
E. Public Comments			5 m
F. Communications: Board/Superintendent			5 m
G. Approval of May 9, 2019 Regular Board Meeting Minutes	Approve Minutes		1 m
Approve minutes for Regular Board Meeting on May 9, 2019			
H. Approval of May 15, 2019 Special Board Meeting Minutes	Approve Minutes		1 m
Approve minutes for Special Board Meeting on May 15, 2019			
I. Approval of June 3, 2019 AdHoc Committee Meeting Minutes	Approve Minutes		
Approve minutes for Ad-Hoc (Facility) Committee Meeting on June 3, 2019			
II. Consent Item			**06:16 PM**
A. Approval of the MPS Dual and Concurrent Enrollment Policy	Vote	Academic Committee	1 m
B. Approval of the English Learner (EL) Master Plan	Vote	Academic Committee	1 m
C. Approval 2019-20 MPS Student/Parent Handbook	Vote	Academic Committee	1 m
D. Approval of 2019-20 MPS Fiscal Policy and Procedures Manual	Vote	Nanie Montijo	1 m
E. 2019-20 Certification of Assurances, Protected Prayer Certification, Application for Funding	Vote	Nanie Montijo	1 m
F. Approval of 2019-20 EPA Spending Plans for all MPS	Vote	Nanie Montijo	1 m
G. Approval of Certification of Signatures	Vote	Nanie Montijo	1 m
III. Action Items			**06:23 PM**
A. Approval of Local Control and Accountability Plans (LCAP) for all MPS	Vote	David Yilmaz	5 m
B. MPS 2019-20 Budget Including Master List of Contracts over $25,000 and Home Office Management Fees	Vote	Finance Committee	20 m
C. Approval of the Winning Bid for the Human Capital Management System (HCMS)	Vote	Suat Acar	5 m
D. Approval of Home Office Staff Salary Bands Revision	Vote	Finance Committee	10 m
E. Approval of Charter Renewals Board Resolutions for MSA Bell and MSA San Diego	Vote	Alfredo Rubalcava	3 m
F. Approval of 2019-20 MPS Board Committee Meeting Calendars and Committee Composition	Vote	Alfredo Rubalcava	1 m

G. Approval of 2019-20 MPS Board Meeting Calendars and Appointment of Board Officers	Vote	Alfredo Rubalcava	2 m
H. Approval of Winning Bids for Special Education and Related Services	Vote	Erdinc Acar	5 m
I. YMCA Agreement With MSA San Diego	Vote	Gokhan Serce	3 m
J. MPS Intra-Organizational Loan Repayment Plan	Vote	Nanie Montijo	10 m

IV. Information/Discussion Items			**07:27 PM**
A. Oversight Authorizer Reports & Update on LAUSD Actions,Plans,Steps & Timeline for Fiscal Benchmarks	Discuss	David Yilmaz	10 m
B. Academic Update	Discuss	Erdinc Acar	10 m
C. Enrollment Update	FYI	Ismael Soto	5 m
D. 2018-19 Larson Communications End of Year Report	FYI	Ismael Soto	5 m
E. Financial Update- April 2019	Discuss	Nanie Montijo	10 m
F. Facilities Updates	Discuss	Patrick Ontiveros	10 m

V. Closed Session Items			**08:17 PM**
A. Public Announcement of Closed Session	FYI	Saken Sherkhanov	1 m
B. Conference with Legal Counsel- Potential Litigation- Eight Matters	Discuss	Alfredo Rubalcava	45 m
C. Public Employment: Chief Executive Officer and Superintendent	Discuss	Saken Sherkhanov	15 m
D. Report Out From Closed Session	FYI	Saken Sherkhanov	1 m

VI. Additional Action Items			**09:19 PM**
A. Approval of 2019-20 Employee Handbook	Vote	Suat Acar	5 m
B. Approval of Comparable Compensation Data for Charter School CEO & Superintendent	Vote	Saken Sherkhanov	5 m
C. Approval of Contract Extension of CEO & Superintendent through June 30, 2020	Vote	Saken Sherkhanov	10 m

VII. Closing Items			**09:39 PM**
A. Adjourn Meeting	Vote		

Cover Sheet

Approval of May 9, 2019 Regular Board Meeting Minutes

Section:	I. Opening Items
Item:	G. Approval of May 9, 2019 Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on May 9, 2019

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time
Thursday May 9, 2019 at 6:00 PM

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

Board Members who participated remotely joined from the following locations:

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)

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

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

Directors Absent

D. Gonzalez, S. Geldiyev, S. Orazov

Directors Arrived Late
U. Yapanel

I. Opening Items

A. Call the Meeting to Order
S. Sherkhanov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday May 9, 2019 @ 6:41 PM at MSA-7: 18355 Rosoe Blvd. Northridge, CA 91325.

B. Record Attendance and Guests
Please review attendance information above.

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

D. Approval of Agenda
H. Beliak made a motion to approve the agenda with the removal of Item IV. F Discussion of MPS Preliminary Budget for 2019-20, Item V. C Public Employment of CEO & Superintendent and Item VI. B CEO Metrics and Evaluation Measures.
S. Sherkhanov seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Public Comments
C.Brimmer, MPS Board Member, announced that she had visited MSA-4 and MSA-6. She helped deliver flyers to the community and recommended a different form of promotion for MSA-6. S. Sherkhanov, thanked staff for the events coordinated during teacher appreciation week. G. Serce, MSA- San Diego Principal, shared achievements from his school. No other public comments were made.
U. Yapanel arrived late.

F. Communications: Board/Superintendent
A. Rubalcava, MPS CEO and Superintendent, informed the board of the accomplishment of MSA 1, MSA 3, and MSA 5 in leading the way for educational equity across Los Angeles County.

G. Approval of April 11, 2019 Regular Board Meeting Minutes
S. Sherkhanov made a motion to approve minutes from the Regular Board Meeting on 04-11-19.
C. Brimmer seconded the motion.
The board **VOTED** to approve the motion.

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

H. Approval of April 11, 2019 Special Board Meeting Minutes

S. Sherkhanov made a motion to approve minutes from the Special Board Meeting on 04-11-19.

C. Brimmer seconded the motion.

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

Roll Call

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

II. Consent Item

A. Approval of Updated Policy CSH 112

H. Beliak made a motion to approve this as a consent item.

C. Brimmer seconded the motion.

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

B. Approval of Updated Policy PUR 102

H. Beliak made a motion to approve this as a consent item.

C. Brimmer seconded the motion.

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

III. Action Items

A. 2019-20 MPS School Site Classified Employees Pay Raise Schedule

S. Acar, Chief Operations Officer, gave a brief overview of what was discussed at the Stakeholder Committee Meeting regarding this item. A. Rubalcava, CEO & Superintendent, explained the background on the creation of the document and what gets included in the teacher and staff evaluation which would qualify them for the raise. The board decided to table approval of this item until after Closed Session. The board voted on this item but the incorrect motion was read off, therefore, a different meeting will take place to redo the motion.

H. Beliak made a motion to move the approval of this item (Item III A) after Closed Session.

C. Brimmer seconded the motion.

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

Roll Call

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

The board voted on this item after Closed Session but the incorrect motion was read out and meeting was adjourned, therefore, a different meeting will take place to redo the motion.

B. Approval of ASES RFP for MSA 1 and MSA 3

S. Acar, MPS Chief Operations Officer, gave a brief overview of the after-school service provider item. He explained his communication with each school's principal regarding how they want to run their after school program and with which vendor. Principals communicated their preferences. M. Sahin, Principal of MSA-1, was present at the board meeting and gave details about the after school program and what changes have been done. He stated that his school decided to run their own after school program this year rather than working with YPI as they did in the past. However, they needed support from YPI for their middle school students and therefore decided to do this RFP. S. Acar, explained why MSA-3 was choosing to run their own after school program rather than having a vendor. N. Montijo, MPS Chief Financial Officer (CFO), briefly went over budget implications regarding funds for after school programs. C. Brimmer, MPS Board Member, asked for an addendum to be added to this report that explains what tracking mechanism will be implemented for the services provided by this vendor along with security measures. A. Rubalcava, MPS CEO & Superintendent, told the board that staff was planning on creating a system where Illuminate's database connects with the after school program database to inform MPS about the services; what students are participating and what interventions are being assigned. Board Members also requested a copy of the YPI contract. The additional requests will be presented as an informational item in the June Board meeting. S. Acar, explained the RFP process for this service.

H. Beliak made a motion to 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 with the condition that additional documentation be provided at the June 13th board meeting.

C. Brimmer seconded the motion.

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

Roll Call

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

There was a short recess after this time.

IV. Information/Discussion Items

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

D. Yilmaz, MPS Chief Accountability Officer, presented an overview on the stakeholder data. MSA- Santa Ana Principal, V. Gurler, presented the details on their school report, what is working and what is not working. MSA-1 Principal, M. Sahin, also presented on his schools glows and grows based on the surveys. This was an information item, no action was required.

B. Progress on Meeting Local Performance Indicators on the CA School Dashboard

D. Yilmaz, MPS Chief Accountability Officer, gave a brief overview on MPS progress on meeting local performance indicators on the CA school dashboard. MSA-2 admin team presented on their school's report with great detail and addressed Board Member questions. This was an information item, no actions were taken.

C. Update on SB 126 as it Relates to Magnolia Public Schools

A. Rubalcava, MPS CEO & Superintendent, explained to MPS Board Members the changes that would take effect January 2020 due to Senate Bill 126. Board Members had questions and directed staff to obtain legal advice on these questions. C. Brimmer, MPS Board Member, requested that staff continue to bring updated to the board regarding these changes, S. Sherkhanov stated that he wanted these updated to begin in July. This was an information item, no actions were taken.

D. Review of Financial Actuals through March 21, 2019 and Updates on 2nd Interim Report
N. Montijo, MPS Chief Financial Officer (CFO) and K. Yoder, CFO of DMS, went over the March financials with the board. A. Rubalcava, MPS CEO and Superintendent and K. Yoder, gave details on the expected SPED grant funds for next year and how that will look for the organization. This was an information item, no actions were taken.

E. Facilities Updates
P. Ontiveros, MPS Facilities Director, briefly went over the ongoing facility projects and addressed all questions. Board Members, communicated their concerns of the lack of signage visibility to the public and how adding signage can help Magnolia's enrollment and community support and involvement.

F. Discussion of MPS Preliminary Budget for 2019-20
This item was removed from the agenda.

V. Closed Session Items

A. Public Announcement of Closed Session
S. Sherkhanov, MPS Board Chair, informed the public that the board would be going into Closed Session to discuss 4 matters under anticipated litigation and would report out.

B. Conference with Legal Counsel- Anticipated Litigation- Four Matters
This items were discussed in Closed Session.

C. Public Employment: Chief Executive Officer and Superintendent
This item was removed from the agenda.

D. Report Out From Closed Session
S. Sherkhanov, MPS Board Chair, announced in Open Session that no actions were taken during Closed Session.

VI. Possible Action Items

A. Approval of Summer School Agreements
S. Sherkhanov made a motion to 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.
H. Beliak seconded the motion.
The board **VOTED** to approve the motion.
   Roll Call
S. Covarrubias Abstain
S. Geldiyev   Absent
S. Sherkhanov Aye
S. Orazov   Absent
H. Beliak   Aye
S. Dikbas   Aye

U. Yapanel   Absent

C. Brimmer   No

D. Gonzalez   Absent

B. Approval of CEO Metrics and Evaluation Measures

This item was removed from the agenda.

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 11:25 PM.

Respectfully Submitted,

S. Sherkhanov

Cover Sheet

Approval of May 15, 2019 Special Board Meeting Minutes

Section:	I. Opening Items
Item:	H. Approval of May 15, 2019 Special Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on May 15, 2019

Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time
Wednesday May 15, 2019 at 6:50 PM

Location
Teleconference Dial:1.512.489.3100 Code: 1948435

Board Members joined remotely from the following locations:
• MSA-SD 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
• 11935 Dorothy Street Los Angeles, CA 90049 (Dr. Saken Sherkhanov)
• 683 East Loyola Ave. Carson, CA 90746 (Ms. Charlotte Brimmer)
• 7401 Madora Ave. Winnetka, CA 91306 (Ms. Sandra Covarrubias)
• 9715 Lockford St. Los Angeles. CA 90035 (Mr. Haim Beliak)

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

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

Directors Absent

D. Gonzalez, S. Geldiyev, S. Orazov, U. Yapanel

I. Opening Items

A. Call the Meeting to Order
S. Sherkhanov called a meeting of the board of directors of Magnolia Public Schools to order on Wednesday May 15, 2019 @ 6:56 PM at Teleconference Dial:1.512.489.3100 Code: 1948435.

B. Record Attendance and Guests
Review attendance details above.

C. Approval of Agenda
C. Brimmer made a motion to approve the agenda.
H. Beliak seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Public Comments
C. Brimmer, MPS Board Members, announced she

II. Action Items

A. 2019-20 MPS School Site Classified Employees Pay Raise Scale
This item was previously discussed during the Regular MPS Board meeting on May 9, 2019.
S. Sherkhanov made a motion to approve the Pay Raise Schedule of the hourly/annual gross rates of the MPS Classified employees as presented and discussed.
C. Brimmer seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Closing Items

A. Adjourn Meeting
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:01 PM.

Respectfully Submitted,
S. Sherkhanov

Cover Sheet

Approval of June 3, 2019 AdHoc Committee Meeting Minutes

Section:	I. Opening Items
Item:	I. Approval of June 3, 2019 AdHoc Committee Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Ad-Hoc (Facility) Committee Meeting on June 3, 2019

Magnolia Public Schools

Minutes

Ad-Hoc (Facility) Committee Meeting

Date and Time
Monday June 3, 2019 at 5:30 PM

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

MPS Ad-Hoc Committee Members:
Mrs. Charlotte Brimmer, Chair
Dr. Umit Yapanel
Mr. Haim Beliak
Dr. Salih Dikbas
Dr. Saken Sherkhanov (Alternate)

CEO & Superintendent:
Mr. Alfredo Rubalcava

Committee Members Present
C. Brimmer, H. Beliak, S. Sherkhanov

Committee Members Absent
S. Dikbas, U. Yapanel

I. Opening Items

A. Call the Meeting to Order
C. Brimmer called a meeting of the Ad-Hoc Committee committee of Magnolia Public Schools to order on Monday Jun 3, 2019 @ 6:05 PM at MPS Home Office: 250 E. 1st St. Ste. 1500 Los Angeles, CA 90012.

B. Record Attendance and Guests

Please refer to attendance details stated above. S. Sherkhanov joined as an alternate committee member.

C. Pledge of Allegiance

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

D. Public Comments

There were no public comments.

E. Approval of Agenda

C. Brimmer made a motion to approve the agenda.
S. Sherkhanov seconded the motion.
The committee **VOTED** unanimously to approve the motion.

II. Closed Session

A. Public Announcement of Closed Session

C. Brimmer, Committee Chair, announced that committee members would go into Closed Session to discuss one potential litigation matter with legal counsel and would report any actions taken in Open Session.

B. Conference with Legal Counsel- Potential Litigation- 1 Matter

Committee Members discussed this item in Closed Session.

C. Report Out From Closed Session

C. Brimmer, Committee Chair, announced in Open Session that no actions were taken in Closed Session.

III. Action Items

A. Approval of MSA-1 Owner Change Orders No. 6 and No. 7

P. Ontiveros, MPS Facilities Director and General Counsel, explained to committee members the need for change orders 6 and 7 for the MSA-1 new construction project. He explained which items were attached to the report and told the committee members he would provide the soil study as requested. P. Ontiveros addressed the questions from the Committee Members.
H. Beliak made a motion to approve change orders 6 and 7 presented by Oltmans Construction Co. ("Oltmans") for the new construction project for the benefit of MSA-1 at 18220 Sherman Way (the "Project").
S. Sherkhanov seconded the motion.
The committee **VOTED** unanimously to approve the motion.

B. Approval of MSA-1 FF&E Order

P. Ontiveros, MPS General Counsel and Facilities Director, explained the MSA-1 Furniture Fixtures & Equipment Procurement item. He went over the RFP process he conducted and how he contacted potential vendors. P. Ontiveros also explained how the evaluation committee worked together to decide what items to purchase. Committee Members told staff to keep a close look on the items being purchased to make sure MSA-1 is getting the best prices.
C. Brimmer made a motion to approve Hertz Furniture ("Hertz") as the vendor to provide furniture fixtures and equipment ("FF&E") for the new building being constructed at 18220 Sherman Way for the benefit of MSA-1 (the "Project") and award a contract for the purchase of the FF&E to Hertz.
H. Beliak seconded the motion.

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

C. Selection of Contractor for Removal & Replacement of Existing Play Surface at MSA-7 and of Contract

P. Ontiveros, MPS General Counsel and Facilities Director, briefly explained the need to replace the MSA-7 Play Surface and addressed Committee Member questions.
H. Beliak made a motion to approve the replacement of the play surfaces at Magnolia Science Academy 7 Northridge (the "Project") and that Great Western Recreation be awarded the contract for said scope of work.
C. Brimmer seconded the motion.
The committee **VOTED** unanimously to approve the motion.

D. Approval of MSA-2 Work Order by LAUSD to Make Changes to the Fence and Install a New Gate

P. Ontiveros, MPS General Counsel and Facilities Director, informed the board about the approval regarding the fence at MSA-2. He explained where the fence would be placed and why it has become a safety concern. He also stated that the video feature is not something that is recording, it is only for the person monitoring the door to be able to see who is at the door before letting them in.
C. Brimmer made a motion to approve a capital improvement project at Magnolia Science Academy 2 ("MSA-2") consisting of the installation of a new gate at the entrance of the campus and the removal and repositioning of a fence along MSA-2's southerly boarder (the "Project") all to be done at a cost of FORTY THREE THOUSAND EIGHT HUNDRED NINETEEN DOLLARS ($43,819) by Los Angeles Unified School District ("LAUSD"), the owner of the property at which MSA-2 is co-located. Staff further recommends that the Ad Hoc Committee approve a contingency of FIVE THOUSAND DOLLARS ($5,000) for the Project in the event there are unforeseen conditions that increase the cost.
H. Beliak seconded the motion.
The committee **VOTED** unanimously to approve the motion.

E. Approval of Prop 39 LED Lighting Contract for MSA 2

P. Ontiveros, MPS General Counsel and Facilities Director, explained the details of this items approval to Committee Members and addressed all questions.
C. Brimmer made a motion to approve the lighting upgrade project (the "Project") at Magnolia Science Academy 2 ("MSA-2") at a cost of Twenty Thousand Four Hundred Seventy Two Dollars ($20,472) to be paid for with the school's Prop 39 award from the State of California Energy Commission and that ReGreen, Inc. be awarded the contract for said scope of work.
H. Beliak seconded the motion.
The committee **VOTED** unanimously to approve the motion.

F. Approval of MSA 1 Dry Erase Paint Change Order

P. Ontiveros, MPS General Counsel and Facilities Director, informed Committee Members that this cost would place the school's budget in a deficit but there would be savings in the energy cost. He went over the budget implications and payment details. P. Ontiveros, addressed Committee Member questions.
H. Beliak made a motion to approve the lighting upgrade project (the "Project") at Magnolia Science Academy 2 ("MSA-2") at a cost of Twenty Thousand Four Hundred Seventy Two Dollars ($20,472) to be paid for with the school's Prop 39 award from the State of California Energy Commission and that ReGreen, Inc. be awarded the contract for said scope of work.
C. Brimmer seconded the motion.
The committee **VOTED** unanimously to approve the motion.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:29 PM.

Respectfully Submitted,
C. Brimmer

Cover Sheet

Approval of the MPS Dual and Concurrent Enrollment Policy

Section:	II. Consent Item
Item:	A. Approval of the MPS Dual and Concurrent Enrollment Policy
Purpose:	Vote
Submitted by:	
Related Material:	II A Dual and Concurrent Enrollment Policy.pdf

![Magnolia Public Schools logo]

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # II A – Consent Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the MPS Dual and Concurrent Enrollment Policy

This item has been recommended for approval by the Academic Committee on May 15, 2019 with feedback. See below for feedback and our response.

Proposed Board Recommendation

I move that the academic committee recommend approval of the MPS Dual and Concurrent Enrollment Policy.

Background

MPS encourages all our students to have an accredited college/university/post-secondary institution ("college") course-taking experience as early as possible. This policy has been created to ensure it is a successful one and that it complements the rigorous course of studies offered at MPS.

This is a policy that was much needed at our schools to make dual and concurrent enrollment process smoother for our students and parents. The current student/parent handbook already included guidelines regarding how college credit is converted to high-school credits, how many courses students need to be enrolled in and the attendance requirements as well as how students/parented needed to work with the high school college counselor before enrolling in college/university courses. However, it did not include eligibility requirements and the detailed procedures of dual and concurrent enrollment. The 2019-20 student/parent handbook includes a reference to this new policy and form.

Based on feedback from our college counselors, deans of academics, and our Chief Academic Officer, we have created a policy that details eligibility requirements, procedures and attendance requirements and provides a form for tracking course credits to be earned upon enrollment in a college course. Eligibility requirements include maturity, GPA, restrictions, and counselor approval. Attendance requirements are based on the CDE criteria. The procedures outline how the enrollment process works, starting with student readiness for the course, continuing with the application process, and finally earning credits on the transcript.

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

We will implement this policy at our school sites with high school grades and monitor how it works. Based on experience and feedback, we will come back to the board if any major changes are needed to be made to the policy.

Academic Committee Feedback

The Academic Committee asked that eligibility criteria for academic, personal, and social maturity be clarified. The following statement has been added to the criteria for that purpose:

> During this assessment, student's attendance records, classroom study habits, homework completion, problem-solving and task-management skills, ability to engage in cooperative learning and whole class discussion as well as student's behavior and social skills such as self-control, positive interactions and relationships with classmates and teachers, and other skills will be considered holistically.

The Committee also asked that we check other CMOs' policies and forms. We were not able to find other CMOs' policies online, but we will try to reach out to them. We presume that most schools follow the state's guidelines and individual colleges' enrollment restrictions and do not have standalone policy/procedures. Schools would typically have an internal form to keep track of students who would be awarded credits for college courses. MPS has researched and used CDE requirements, LAUSD's concurrent enrollment policy and various colleges' supplemental application forms while developing our policy. Please find attached LAUSD's policy and LA Community College's form for supplemental application for admission of students in grades K-12 as a reference.

Budget Implications

N/A

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

This policy is needed at the school sites for a more smooth and well-understood dual enrollment process.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- MPS Dual and Concurrent Enrollment Policy
- LAUSD Policy Bulletin – BUL 1040.3 CONCURRENT ENROLLMENT HS AND COMM COLLEGE
- LA Community College District Supplemental Application Form

Curriculum & Instruction Policies   Dual and Concurrent Enrollment Policy

MAGNOLIA PUBLIC SCHOOLS (MPS) DUAL AND CONCURRENT ENROLLMENT POLICY

MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others. Through Honors courses, AP courses and dual enrollment courses, students who demonstrate high achievement, interest and/or ability are provided the opportunity for a rigorous learning environment. As we encourage our students to have an accredited college/university/post-secondary institution ("college") course-taking experience as early as possible, we also need to ensure it is a successful one and that it complements the rigorous course of studies offered at MPS. The following are guidelines for dual and concurrent enrollment.

Eligibility:
- <u>Maturity:</u> High school students who have demonstrated academic, personal and social maturity are welcome to apply. The high school counselor ("counselor") will meet with the deans, the student's teachers and other related school staff to assess the student's maturity level necessary for dual and concurrent enrollment. During this holistic assessment, student's attendance records, classroom study habits, homework completion, problem-solving and task-management skills, ability to engage in cooperative learning and whole class discussion as well as student's behavior and social skills such as self-control, positive interactions and relationships with classmates and teachers, and other skills will be considered.
- <u>GPA:</u> Minimum Cumulative GPA of 3.0 (weighted) by the end of the semester prior to dual enrollment.
- <u>Restrictions:</u> The student and the parent are responsible for checking whether the college has admission/enrollment restrictions based on age, grade level, or demonstrated eligibility for instruction using assessment methods and procedures.
- <u>Counselor Approval:</u> The student is responsible for obtaining approval from the counselor for the specific courses student intends to take before enrolling in college courses.

Procedures:
- <u>Readiness:</u> The student must demonstrate on track preparation in the discipline to be studied. With input from related school staff, the counselor will determine student readiness for the requested course. MPS expects that requested courses are part of the student's four-year plan with input from the student, parents, and school staff.
- <u>Courses:</u> The student has exhausted all opportunities to enroll in an equivalent course at his or her school of attendance.
- <u>Credits/GPA:</u>
    - To determine how a college course fulfills a high school requirement see your counselor. The counselor will indicate whether the course will receive high school credit along with college credit or only college credit. Counselor's approval is necessary in order for the grade of a college course to be included in cumulative GPA calculations.
    - Ultimately, it is the ultimate responsibility of the student/parent to determine college credit and the transferability of the course to other colleges. The following website can be used for that purpose: www.assist.org. ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another.

Curriculum & Instruction Policy – Dual and Concurrent Enrollment Policy   Page 1 of 4
Adopted: 6/13/19   Amended:

Curriculum & Instruction Policies   Dual and Concurrent Enrollment Policy

- o   Prior to enrollment, the student needs to make written application to the appropriate college/university office indicating that he or she is seeking high school credit in addition to college credit. Student/parent is responsible for following application deadlines and filling out forms such as "Supplemental Application for Admission of Students in Grades K-12" or other forms required by the college/university and completing the application process in a timely manner.
- o   It is the responsibility of the college/university to offer college credit. However, it is the responsibility of the student/parent to learn whether dropping or failing the course may impact admission to that college/university.
- o   Student/parent will provide an official transcript from the college/university to the counselor in a timely manner. Upon receipt of an official transcript from the college/university showing the course title, number of college units and the course grade, the high school equivalent course and the credits allowed will be recorded on the student's cumulative record.
- o   Academic college courses that meet the University of California "a-g" requirements will be given a weighted grade point on the high school transcript and included in cumulative GPA calculations.
- o   The following table will be used for conversion of college units to high-school credits:

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

- ● Attendance Requirements:
  - o   The student must provide a copy of college course schedule to the high school counselor for approval before enrolling in college courses.
  - o   The student must inform the counselor in case of any changes in course enrollment (dropping the course, changes in course dates and hours, etc.)
  - o   All students in grades 11 and 12 are required to be enrolled in at least five courses each semester (including the Advisory course). These courses can be classroom-based courses taken at MPS, online courses provided by MPS or approved online course-providers, CSU, UC or community college courses, and other courses and activities for which academic credit will be provided upon satisfactory completion.
  - o   MPS requires that the average number of minutes of attendance in any two consecutive schooldays is no less than 240 and minutes of attendance in any one school day is no less than 180.
  - o   Signed Early Release Form is required for leaving school earlier than regular dismissal.

Curriculum & Instruction Policy – Dual and Concurrent Enrollment Policy   Page 2 of 4
Adopted: 6/13/19   Amended:

Curriculum & Instruction Policies   Dual and Concurrent Enrollment Policy

      o   All students in grades 9 and 10 must stay until regular school dismissal unless an alternative arrangement has been made with the counselor.

      o   All students in grades 11 and 12 must stay for the Advisory period unless an alternative arrangement has been made with the counselor.

Signatures and Dates:

I have read and I understand the terms of this policy, and agree to all provisions set forth.

Student: _____ Date: _____

Parent/Guardian/Caregiver: _____ Date: _____

Curriculum & Instruction Policy – Dual and Concurrent Enrollment Policy   Page 3 of 4
Adopted: 6/13/19   Amended:

Curriculum & Instruction Policies   Dual and Concurrent Enrollment Policy

Dual and Concurrent Enrollment Form

Course Credits to be Earned upon Completion:

Student Name:	
Grade:	
Date of Birth:	
College:	
College Course:	
College Units:	
Course Dates/Hours:	
Equivalent High School Course: *(if applicable)*	
High School Credits to be Awarded:	
Will Grade Be Recorded on the HS Transcript?	❏ No ❏ Yes *(unweighted)* ❏ Yes *(weighted)*
Notes:	

Student: _____ Date: _____

Parent/Guardian/Caregiver: _____ Date: _____

High School Counselor: _____ Date: _____

Curriculum & Instruction Policy – Dual and Concurrent Enrollment Policy   Page 4 of 4
Adopted: 6/13/19 Amended:

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

TITLE:	Credit for Concurrent Enrollment in High School and Community College	

NUMBER: BUL-1040.3

ISSUER: Frances Gipson, Ph.D., Chief Academic Officer
Division of Instruction

Jesus Angulo, Director
Academic and Counseling Services

DATE: April 19, 2016

POLICY: This Bulletin provides direction for school personnel to advise students appropriately regarding equivalent college course work, to accurately record credit, and to properly work with the community college to arrange courses open to high school students taught on the high school campuses.

MAJOR CHANGES: This Bulletin replaces BUL-1040.2, of the same subject, dated October 2, 2012. This revised bulletin provides updated information about community college courses that align to LAUSD courses and allow students to earn high school credit. Attachment A has been revised to reflect the move to MISIS for adding college courses. Attachments B, C, D and E were revised to reflect the current course offerings and curriculum.

GUIDELINES: The following guidelines apply:

I.   INTRODUCTION

The primary concern of the Los Angeles Unified School District is the academic preparation of its students. The California Community Colleges offer excellent educational programs designed for transfer to a four-year college program, Associate of Arts degree preparation, certificate preparation, and vocational training.

The Los Angeles Unified School District Board of Education and specific community colleges have agreed on a matrix of community college courses that are aligned to the CA state standards of high school courses. These courses may meet graduation requirements, add an enriched curriculum, and offer additional options for high school students who are pursuing a high school diploma, career preparation, and a smooth transition to college.

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

II.   PURPOSE

The purpose of this agreement between LAUSD and the community colleges is to expand concurrent enrollment opportunities for high school students so that senior high schools are able to:

A. Promote the enrollment of students in graduation equivalency courses offered by the community college according to the educational needs of the students.
B. Accept credit earned at the community college level toward meeting graduation requirements as set by LAUSD.
C. Provide educational experiences for students within their chosen career pathway.

In addition, the community college will grant college credit for these courses to students who meet the standards set by the Board of Trustees of the community college and as allowable under the Education Code, State of California.

III. DISTRICT POLICY

In accordance with Section 48800 of the Education Code, secondary schools will grant credit for college course work if the college level course meets the content standards of the high school course, the course is necessary to meet a graduation requirement and the high school Principal or designee grants permission for the student to earn high school credit for the course taken at the community college.

A Memorandum of Understanding signed by the designees from the community college district and LAUSD delineates the responsibilities of each institution, compliant with Section 48800 of the Education Code.

A. The LAUSD Board of Education may determine which pupils would benefit from advanced scholastic or vocational work to provide educational enrichment opportunities for a limited number of eligible pupils.

B. The Principal may only recommend a pupil for community college summer session if that pupil meets all the following criteria: (EC 48800 (d)).

 1. Demonstrates on track preparation in the discipline to be studied.
 2. Exhausts all opportunities to enroll in an equivalent course at his or her school of attendance.

C. For any particular grade level, a Principal may not recommend for community college summer session attendance more than 5 percent of the

BUL-1040.3   Page 2 of 47   April 19, 2016
Division of Instruction

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

total number of pupils who completed that grade immediately prior to the time of recommendation. (EC 48800 (2))

D. If the community college course is offered on the high school campus, it must be held beyond the school day, either before or after school or on Saturdays. It must be open to the general public and people enrolled in the course must have access to the classroom. Additionally, there must be adequate supervision, including a way for the instructor to contact the administrator on the school site in case of an emergency.

E. The community college district may restrict admission or enrollment of special part-time or full-time concurrently enrolled high school students during any session based on specified criteria, such as age, completion of a specified grade level, or demonstrated eligibility for instruction using assessment methods and procedures.

IV. PROCEDURES

Title 5 of the California Code of Regulations, Section 1630, established the procedures listed below.

A. Credit toward high school graduation for successful completion of courses taken at a community college may be granted to a student enrolled in a senior high school under the following conditions:

1. The student is responsible for obtaining approval from the high school counseling office before enrolling in college classes. The counselor will indicate whether the course will receive high school credit along with college credit or only college credit.
2. The course is listed on, or equivalent to, a course on the Course Articulation Agreement. (See Attachments B, C, D and E).
3. Prior to enrollment, the student makes written application to the appropriate college office indicating that he or she is seeking high school credit in addition to college credit.

B. Elementary and middle school students who enroll in a college course will not receive numerical credit towards high school graduation. Middle school students who take LOTE or math courses may be eligible for "A-G" graduation credit. The college courses will not be posted on the high school transcript and will not be included in the student's high school grade point average.

C. It is the responsibility of the community college to offer college credit. Upon receipt of an official transcript from the community college showing

BUL-1040.3
Division of Instruction

Page 3 of 47

April 19, 2016

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

the course title, number of college units and the course grade, the high school equivalent course and the credits allowed will be recorded on the student's cumulative record and the Electronic Transcript program.

V.   IMPLEMENTATION

This policy of granting credit for community college courses taken by high school students concurrently enrolled in community college became effective with the class of students scheduled to graduate in 2013. Classes taken beginning with the fall semester of 2012 by students in the class of 2013 and beyond will be awarded credit based on the Course Articulation Agreement Matrix (Attachments B, C, D and E).

Attachment A provides directions for adding these college courses to the MISIS transcript when courses must be added manually.

AUTHORITY: This is a Los Angeles Unified School District policy that is in alignment with the California Education Code.

ASSISTANCE: For assistance or further information, contact your Local District K-12 Counseling Coordinator at the following Local Districts:
- Local District Central (213) 241-0100
- Local District East (323) 224-3100
- Local District Northeast (818) 252-5400
- Local District Northwest (818) 654-3600
- Local District South (310) 354-3400
- Local District West (310) 914-2100

Or you may call the Office of College and Career Education at (213) 241-7510.

BUL-1040.3   Page 4 of 47   April 19, 2016
Division of Instruction

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment A

PROCEDURES FOR ADDING COLLEGE COURSES TO THE
ELECTRONIC CUMULATIVE RECORD AND THE PAPER CUMULATIVE RECORD

Each high school shall establish a procedure for students to follow regarding obtaining permission to take a course at a community college to ensure consistency among school personnel and fairness to all students. The Assistant Principal Secondary Counseling Services, or designee, will ensure that the procedure is communicated to all students and staff.

CONCURRENT ENROLLMENT FORM

Colleges have a Concurrent Enrollment Form that must be signed by the high school counselor giving permission for the student to enroll in a college course. When the counselor approves the college course for the student, note on the form:
- If the course will meet a graduation requirement, write the requirement that will be met.
- If the course is taken for enrichment only, write "enrichment course" not for high school credit.
- Write the number of high school credits the student will earn by taking the college course. (Refer to Attachments B, C, D and E.)
- If the course will receive an augmented point, write "augmented point". LAUSD augmentation-0.025 points are added to the calculated GPA for each AP course and each eligible Honors course, where a grade of "D" or better is received.

Make three copies of the Concurrent Enrollment Form. The student receives the original to take to the college for enrollment purposes. The student receives one copy, the counselor keeps one copy for the student's school records, and the APSCS or designee keeps one copy to collate with the college transcript in order to enter the course correctly in the electronic cum and on the paper cumulative record.

ELECTRONIC CUMMULATIVE RECORD

A. The following procedure for posting college courses offered on school sites:
- Drag 105010 course from course master to school courses
- Create section using 106010 in Sections Editor. Set attribute to no attendance, no marks and add the official college course title.
- Assign class to certificated staff member
- Enroll students in Walk-In scheduler
- These course numbers are placeholders and when the student completes the course and brings in the college transcript the course shall be entered directly into the student's electronic cumulative record.

B. The following procedure for posting college courses offered off school sites:
- Drag 106001 course from course master to school courses
- Create section using 106001 in Sections Editor. Set attribute to no attendance, no marks and add the official college course title.

BUL-1040.3   Page 5 of 47   April 19, 2016
Division of Instruction

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

- Assign class to certificated staff member
- Enroll students in Walk-In scheduler
- These course numbers are placeholders and when the student completes the course and brings in the college transcript the course shall be entered directly into the student's electronic cumulative record.

D. If the college course is taken for graduation requirements, use the six-digit district course number listed in Attachment B, C, D or E of this Bulletin. A one-semester college course is listed only once and receives the number of high school credits designated on the Articulation Agreement with the college.

- Overtype the course title as it appears on the college transcript, abbreviating if necessary. Use the course title, not the department and course number e.g., Calculus 1 not Math 261.
- Enter the number of equivalent high school credits earned for the college course as listed on the Articulation Agreement.
- Enter the student's final mark.
- Enter the grade level of the student at the time the course was taken. If the course was taken during the summer/intersession, use the grade level for the following fall semester.
- In the date field, enter the ending date of the college semester/quarter.
- Enter the name of the college in the school column.

E. If the college course is taken for enrichment, use the following generic district course number.

107020	ART
107021	BUSINESS
107018	COMPUTER SCIENCE
107023	ENGLISH
107025	FOREIGN LANGUAGE
107031	MATHEMATICS
107032	MUSIC THEORY
107033	PHYSICAL EDUCATION
107036	BIOLOGICAL SCIENCE
107336	PHYSICAL SCIENCE
107037	SOCIAL SCIENCE
107038	VISUAL/PERFORMING ARTS

- These courses will be included on the UC/CSU applications but not included in the LAUSD GPA.
- Overtype the course title as it appears on the college transcript, abbreviating if necessary. Use the course title, not the department and course number, e.g., Calculus 1, not Math 261.
- Enter the number of equivalent high school credits earned for the college course as listed on the Articulation Agreement.
- Enter the student's final mark.
- Enter the grade level of the student at the time the course was taken. If the course was taken during the summer/intersession, use the grade level for the following fall semester.
- Enter the name of the college in the school column.

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment B

CONCURRENT ENROLLMENT
Los Angeles Community College District Articulation Agreement
Schools included:

East Los Angeles College   LA Harbor College   Los Angeles City College   LA Mission College,
Pierce College   LA Southwest CC   LA Trade Tech College   LA Valley College   West Los Angeles College.

*Course title and descriptions may vary among campuses. The community college course must align with the high school course content standards.

English:
Enrollment in any community college English course is dependent upon the appropriate score on the placement exam or successful completion of the prerequisite English course. Once the student has taken the assessment for placement into an English course, he or she should also meet with a counselor in the matriculation office to ensure the correct course is taken.

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				English 101 or above meets any high school 9th-12th grade requirement. Up to 10 high school credits per course granted.
High School Diploma (HS)	5 (no)	3	English 9A, 9B230107/08 or English 10A, 10B230109/10	ENGL 28 Intermediate Read and Comp	5 high school credits for either English 9A, 9B, 10A or 10B
High School Diploma (HS) Associate of Arts (AA)	10 (no)	3	English 9AB 230107/08 or English 10 AB 230109/10	ENGL 21 English Fundamental and English 28 Intermediate Read and Comp	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Am Lit Comp and Contemp. Comp. 230111/230201	English 207 or English 208 American Lit I or II	11th grade English credit
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	English 9A/B, 230107/08 10A/B 230109/10 Am Lit/Comp 230111 and Contemp. Comp. 230201 Expository Comp 230205 and Modern Lit 230425	English 101 College Reading and Composition	10 high school credits for English to meet the requirement for 9th grade, 10th grade, 11th grade, or 12th grade
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	World Lit and Advanced Comp 230437/230207	English 203 or 204 World Lit I or World Lit II	

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	English Lit and Advanced Comp 230413/230207	English 205 or 206 English Lit I or English Lit II	
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	3	Journalism 1AB 230503/4	Journalism 101 Collecting and Writing News	
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	3	Journalism 2AB 230505/6	Journalism 105 Mass Communication	

Los Angeles Unified School District
Policy Bulletin

Foreign Language: Attachment B

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				This includes all foreign languages offered at the community colleges
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	3	Comparable to High School Foreign Language Year 1	Foreign Language Fundamentals 21	Check with campus regarding transfer credit. This is slower paced course, must take 21 and 22 to earn UC credit
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	3	Comparable to High School Foreign Language Year 1	Foreign Language Fundamentals 22	Check with campus regarding transfer credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	5	Comparable to High School Foreign Language Year 1 (Year one and two at some campuses)	Foreign Language 1 Elementary	Check with college for course description and equivalency.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	5	Comparable to High School Foreign Language Year 2 (Could be year 3 depending on campus)	Foreign Language 2 Elementary	Check with college for course description and equivalency.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	5	Comparable to High School Foreign Language Year 3 or 4, depending upon campus	Intermediate Foreign Language 1	Check with college for course description and equivalency.
High School Diploma (HS) Associate of Arts (AA) UC/CSU	10 (no)	5	Spanish for Spanish Speakers 1AB 256031/2	SPANISH 035 Spanish for Spanish Speakers 1	
High School Diploma (HS) Associate of Arts (AA) UC/CSU	10 (no)	5	Spanish for Spanish Speakers 2AB 256033/4	SPANISH 036 Spanish for Spanish Speakers 2	

BUL-1040.3   Page 9 of 47   April 19, 2016
Division of Instruction

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Health and Electives: Attachment B

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				
High School Diploma (HS) Associate of Arts (AA) CSU	5 (no)	3	Health 260103	Health 11 Principles of Health for Living	Grant 10 high school credits for course
High School Diploma (HS) Associate of Arts (AA)	10 (no)	5	Accounting AB 210301/2	ACCTG 1 Introductory Accounting I	Check with college. May meet AA elective or major requirement
High School Diploma (HS) Associate of Arts (AA)	10 (no)	5	Advanced Accounting 210321/2	ACCTG 2 Introductory Accounting II	Check with college. May meet AA elective or major requirement
High School Diploma (HS) Associate of Arts (AA)	5 (no)	3	Accounting A 210301	ACCTG 21 Bookkeeping and Accounting I	Check with college. May meet AA elective or major requirement
High School Diploma (HS) Associate of Arts (AA)	5 (no)	3	Accounting B 210302	ACCTG 22 Bookkeeping and Accounting II	Check with college. May meet AA elective or major requirement
High School Diploma (HS) Associate of Arts (AA)	5 (no)	3	Electric Keyboard 210203	CAOT 1 Computer Keyboarding 1	Check with college. May meet AA elective or major requirement
High School Diploma (HS) Associate of Arts (AA)	5 (no)	3	Word Processing 210401	CAOT 39 Keyboarding and Operations	Check with college. May meet AA elective or major requirement
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	3	Introduction to Computers 180103	Introduction to Computer Science 601 or 700 or 802 or 902	Check with college. May meet AA elective or major requirement
High School Diploma (HS) Associate of Arts (AA) CSU	5 (no)	3 or 4	Introduction to Computers 180103	CIS 701 or CSIT 901, 801, or 501 COSCI 101, 201, 401, or 501 Introduction to Computers and Their Uses	Check with college. May meet AA elective or major requirement Check with college for UC requirement
High School Diploma (HS) Associate of Arts (AA)	10 (no)	3	Drafting AB 292103/4	DRAFT 1 General Drafting Grades 7-9	Check with college. May meet AA elective or major requirement
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	4	Digital Computer 1AB 180701/02	Electronics 58 Introduction to Microprocessor	Check with college. May meet AA elective or major requirement
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	3	CAD Design 1AB 292201/02	Architecture 162 or Drafting 55 Computer Aided Design and Drafting	Check with college. May meet AA elective or major requirement

BUL-1040.3   Page 10 of 47   April 19, 2016
Division of Instruction

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) CSU	5 (no)	3	Parenting and Child Development 280513	Child Development 1 Child Growth and Development	Check with college. May meet AA elective or major requirement may meet UC requirement

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Mathematics: Attachment B

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				Enrollment in any LA Community College math course is dependent upon the appropriate score on the community college placement exam or successful completion of the community college prerequisite math course.
High School Diploma (HS) Associate of Arts (AA)	10 (no)	5	CC Algebra 1 AB 310341/2	Math 115 Elementary Algebra	
High School Diploma (HS) Associate of Arts (AA)	0 (no)	3	CC Algebra 1A 310341	Math 113 Elementary Algebra A	
High School Diploma (HS) Associate of Arts (AA)	10 (no)	3	CC Algebra 1B 310342	Math 114 Elementary Algebra B	Must Take Math 113 & 114 to get 10 credits for CC Alg. 1
High School Diploma (HS) Associate of Arts (AA)	10 (no)	5	CC Algebra IIAB 310343/4	Math 125 Introduction to Algebra	Accepted at some Cal State Universities for Math 101
High School Diploma (HS) Associate of Arts (AA)	10 (no)	5	CC Geometry AB 310423/4	Math 120 Plane Geometry	
High School Diploma (HS) Associate of Arts (AA)	5 (no)	3	CC Geometry A 310423	Math 121 Essentials of Plane Geometry	
High School Diploma (HS) Associate of Arts (AA)	10 (no)	12	CC Algebra 2AB 310343/4	Math 123 ABC Elementary and Intermediate Algebra	This course is offered at Harbor and Mission Colleges in 3 modules Math 123 A, B, C for 4 units each.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	5	Pre-Calculus AB 310711/12	Math 260 Pre-Calculus	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Statistics and Probability AB 310607/8	Math 225 Introductory Statistics	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (1 point)	4	AP Statistics AB 310609/10	Math 227 Statistics	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (1 point)	5	AP Calculus AB 310701/2	Math 261 Calculus I	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (1 point)	5	AP Calculus BC 310705/6	Math 262 Calculus II	

BUL-1040.3   Page 12 of 47   April 19, 2016
Division of Instruction

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University IGETC	10 (1 point)	5	Discrete Math AB 310503/4	Math 265 Calculus with Analytic Geometry	Prerequisite: AP Calculus BC or Math 262 Calculus II (Credit for this course if taken at LA Valley College)

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Physical Education: Attachment B

Physical Education	• Community college courses offered under the title of Physical Education Activity in each local *Community College Schedules of Classes* equals 2.5 high school credits.
	• A high school student must take TWO Community College Physical Education Activity classes each semester to meet the minimum 400-minute requirement or 5 units. These two classes must be from any of the six activity areas and from different disciplines: aquatics, individual or dual activities, dance, combatives, gymnastics & tumbling, or team activities
	• Summer School - PE courses may be taken during summer school only as remediation. Students must have failed a PE course at their home schools and intend to make it up during summer school. To make up a failed PE course during summer school, the student must take 2 PE courses during the summer session, from 2 of the 6 activity areas. The reason students may not take summer school courses to fulfill a semester of PE is that it violates the 400 minute each 10 school day requirement. Having failed a semester means they still had the 400 minutes, they just did not pass the class, and therefore can make it up during summer school.
	• For a student who wishes to take one or two full years of PE at community college, he or she must take two courses each semester, one from each of the six activity areas. The final two classes or any additional classes in the following years can be from any of the previous six areas or any physical education activity area of the student's choice A sample schedule might look like the following: *First year* Fall: Swimming and Dance Spring: Tennis and Self-defense. *Second year* Fall: Soccer and Gymnastics Spring: Tennis and Water Polo
	• 9th grade students must also be tested in the state mandated physical performance test (Fitnessgram) either by their community college instructor (provided they have been trained) between February 1 and April 15 or at their home school. The scores must be submitted to their home LAUSD school site to be turned into the local testing center. Students must be given the opportunity each year to retest and pass the components of the Fitnessgram that they have not passed.

BUL-1040.3   Page 14 of 47   April 19, 2016
Division of Instruction

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Science: Attachment B

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	4	Biology AB 360701/2	Biology 3 Introduction to Biology	
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	5	Chemistry AB 361401/2	Chemistry 60 Introduction to General Chemistry	Co-requisite recommended: Intermediate Algebra
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3 + 1	Physics AB 361501/02	Physics Fundamentals 12 And Physics Fundamentals Lab 14	Physics 12 and 14 must be taken together to meet the high school physics requirement
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	4	Physics AB 361501/02	Physics 11 Introductory Physics	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (1 point)	4	AP Physics AB 361505/06	Physics 6 General Physics 1	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	4	Physiology AB 361001/02	Physiology 1 Introduction to Human Physiology	Some colleges require Biology as a prerequisite

BUL-1040.3   Page 15 of 47   April 19, 2016
Division of Instruction

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Social Studies   Attachment B

Diploma and /or Degree Credit	High School Credit (Augmented Point)	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University					
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	WHG: Modern World AB 370127/28	History 2 Intro to Western Civilization II Or History 87 Introduction to World Civilization II	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University IGETC	10 (no)	3 and 3	US History 20th Century AB 370129/30	History 12 Political and Social History of U.S. II and History 13 United States in 20th Century	
High School Diploma (HS) Associate of Arts (AA) CSU	5 (no)	3 or 3	Economics 370905	Principles of Economics 1 or Principles of Economics 2	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	5 (no)	3	Principles of American Democracy 370603	Political Science 1 Government of the US	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	5 (no)	3	Introduction to Psychology 370403	General Psychology 1	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	5 (no)	3	Introduction to Sociology 370405	Introduction to Sociology 1 Or Sociology 2 American Social Problems	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	5 (1 point)	3	Introduction to Anthropology 370401	ANTHRO 101 Human Biological Evolution	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	5 (no)	3	Ancient Civilization 370303	History 86 Introduction to World Civilization I	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Philosophy 370409/10	Philosophy 1 Introduction to Philosophy	

BUL-1040.3   Page 16 of 47   April 19, 2016
Division of Instruction

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	5 (no)	3	Youth and the Administration of Justice 370803	Administration of Justice 8 Juvenile Procedures	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Government Lab: Criminal Law 370807/09	Administration of Justice 2 Concepts of Criminal Law	

BUL-1040.3
Division of Instruction

Page 17 of 47

April 19, 2016

Los Angeles Unified School District
POLICY BULLETIN

Visual and Performing Arts (VPA) Electives: Attachment B

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				Art History I or II and a studio art or visual art class will award a total of 20 high school credits and meet the VPA requirement for graduation
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University IGETC	10 (no)	3	Art History and Analysis AB 200107/8	Art 101 Survey of Art History I	Visual Art Art 101 meets the VPA requirement for college admission. Must also take a studio class to meet high school graduation requirements.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University IGETC	10 (no)	3	Museum Study AB 200117/8	Art 102 Survey of Art History 11	Visual Art Art 102 meets the VPA requirement for college admission. Must also take a studio class to meet high school graduation requirements.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Drawing AB 200601/02	Art 201 Drawing I	Visual Art Must be taken with Art History I or II (concurrently or previously) to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Drawing AB 200601/2	Art 204 Life Drawing I	Visual Art Must be taken with Art History I or II (concurrently or previously) to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Painting 1AB 200701/2	Art 300 Introduction to Painting	Visual Art Prerequisite: Art 201. Must be taken with Art History I or II (concurrently or previously) to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Design AB 200301/2	Art 501 Beginning Two-Dimensional Design	Visual Art Must be taken with Art History I or II (concurrently or previously) to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Sculpture 1AB 200803/4	Art 700 Introduction to Sculpture	Visual Art Must be taken with Art History I or II (concurrently or previously) to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Ceramics 1AB 200203/4	Art 708 Introduction to Ceramics	Visual Art Must be taken with Art History I or II (concurrently or previously) to earn high school credit.

BUL-1040.3   Page 18 of 47   April 19, 2016
Division of Instruction

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) CSU (depending on campus)	10 (no)	3	Advertising Design 1AB 200307/8	Art 604 Graphic Design I	Visual Art Must be taken with Art History I or II (concurrently or previously) to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU (depending on campus) 4-Year University (depending on college)	10 (no)	3	Stage Design 1AB 200311/12	Theater 300 Introduction to Stage Craft	Visual Art Must be taken with Art History I or II (concurrently or previously) to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU (depending on campus) 4-Year University (depending on college)	10 (no)	3 and 3	Filmmaking 1AB 200511/12	Cinema 1 Introduction to Motion Picture Production and Cinema 2 Beginning Motion Picture Workshop	Visual Art Both courses Cinema 1 and 2 must be taken to earn high school credit for Filmmaking 1AB

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment C

CONCURRENT ENROLLMENT
SANTA MONICA COLLEGE ARTICULATION AGREEMENT

*The community college course must align with the high school course content standards.

English:
Enrollment in any community college English course is dependent upon the appropriate score on the placement exam or successful completion of the prerequisite English course. Once the student has taken the assessment for placement into an English course, he or she should also meet with a counselor in the matriculation office to ensure the correct course is taken.

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	(Augmented Point)				English 1 or above meets any high school 9th-12th grade requirement. Up to 10 high school credits per course granted.
High School Diploma (HS)	5 (no)	2	English 9A, 9B 230107/08 10A, 10B 230109/10	ENGL 81A & B Reading and Writing Skills	5 high school credits for either English 9A, 9B, 10A or 10B
High School Diploma (HS)	10 (no)	3	English 9AB 230107/08 or English 10 AB 230109/10	ENGL 21A English Fundamental 1	10 credits of English 9AB or English 10AB
High School Diploma (HS)	10 (no)	3	English 9AB 230107/08 or English 10 AB 230109/10	ENGL 21B English Fundamental 2	10 credits of English 9AB or English 10AB
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	10 (no)	3	English 9AB 230107/08 English 10 AB 230109/10 Am Lit Comp 230111 and Contemp. Comp. 230201 Or Expository Comp. 230205 and Modern Lit. 230425	ENGL 1 Reading and Composition 1	10 high school credits for English 9, English 10, 11th grade English, or 12th grade English Prerequisite: Group A on the placement test
High School Diploma (HS) Associate of Arts (AA) CSU 4 Year University	10 (no)	3	English 9AB230107/08 English 10 AB230109/10 Am Lit Comp 230111 and Contemp. Comp.230201 Or Expository Comp.	ENGL 2 Critical Analysis and Intermediate Composition	10 high school credits for English 9, English 10, 11th grade English, or 12th grade English Prerequisite: English 1

BUL-1040.3
Division of Instruction

Page 20 of 47

April 19, 2016

Los Angeles Unified School District
Policy Bulletin

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
			230205 and Modern Lit.230425		
High School Diploma (HS) Associate of Arts (AA) CSU 4 Year University	10 (no)	3	Speech AB 230805/6	COM ST 11 Communication Studies	This course is for enrichment and numerical credit only. Course is transferable,

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment C

Health and Electives:

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	(Augmented Point)				
High School Diploma (HS) Associate of Arts (AA)	5 (no)	3	Health 260103	HEALTH 10 Fundamentals of Healthful Living	Grant 10 high school credits for course
High School Diploma (HS) Associate of Arts (AA) UC/CSU	5 (no)	3	Business Org. 210103	BUS 1 Introduction to Business	Check with college may meet AA elective or major requirement
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	3	Global International Trade 211105/06	BUS 50 International Business	Check with college may meet AA elective or major requirement
High School Diploma (HS) Associate of Arts (AA) UC/CSU	5 (no)	3	Introduction to Computer 180103	CIS 1 Computer Concepts with Applications	May meet AA elective or major requirement
High School Diploma (HS) Associate of Arts (AA)	5 (no)	3	Word Processing 210401	CIS 37A Microsoft Word 1	May meet AA elective or major requirement Prerequisite: CIS 1
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	3	Web Development and Production Computer Programming 2AB 180203/04	CIS 50 Internet, HTML, and Web Design	May meet AA elective or major requirement Prerequisite: CSI 1
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	3	Computer Programming 1AB 180201/02	CS 5 Programming Logic	May meet AA elective or major requirement Recommended prerequisite: Keyboarding Skills of 25 words per minute or enrollment in OFTECH 1A

BUL-1040.3
Division of Instruction

Page 22 of 47

April 19, 2016

Los Angeles Unified School District
Policy Bulletin

Electives:

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU	10 (no)	3	Computer Programming 1 180201/02	CS 3 Introduction to Computer Systems	May meet AA elective or major requirement
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	3	Computer Programming 2 18020304	CS 15 Visual Basic Programming	May meet AA elective or major requirement Prerequisite: CS 3

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment C

Mathematics

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	(Augmented Point)				Enrollment in any math course is dependent upon the appropriate score on the community college placement exam or successful completion of the community college prerequisite math course.
High School Diploma (HS) Associates of Arts (AA)	10 (no)	4	CC Algebra 1A 310341 = 0 credits Algebra 1AB 310342 = 10 credits	Math 31 Elementary Algebra	Being used for adult school only
High School Diploma (HS) Associates of Arts (AA)	10 (no)	3	CC Geometry AB 310343/4	Math 32 Plane Geometry	
High School Diploma (HS) Associate of Arts (AA) UC/CSU	10 (no)	3	CC Algebra 2 AB 310343/4	Math 20 Intermediate Algebra	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	10 (no)	5	Pre-Calculus AB 310601/2	Math 2 Pre-calculus	Prerequisite: Math 20 & 32
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	10 (no)	3	Statistics and Probability 310607/08	Math 54 Elementary Statistics	

BUL-1040.3
Division of Instruction

Page 24 of 47

April 19, 2016

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment C

Physical Education

Physical Education	- Community college courses offered under the title of Physical Education Activity in each local *Community College Schedules of Classes* equals 2.5 high school credits. - A high school student must take<u> TWO</u> Community College Physical Education Activity classes each semester to meet the minimum 400-minute requirement or 5 units. These two classes must be from any of the six activity areas and from different disciplines: aquatics, individual or dual activities, dance, combatives, gymnastics & tumbling, or team activities - Summer School - PE courses may be taken during summer school only as remediation. Students must have failed a PE course at their home schools and intend to make it up during summer school. To make up a failed PE course during summer school, the student must take 2 PE courses during the summer session, from 2 of the 6 activity areas. The reason students may not take summer school courses to fulfill a semester of PE is that it violates the 400 minute each 10 school day requirement. Having failed a semester means they still had the 400 minutes, they just did not pass the class, and therefore can make it up during summer school. - For a student who wishes to take one or two full years of PE at community college, he or she must take two courses each semester, one from each of the six activity areas. The final two classes or any additional classes in the following years can be from any of the previous six areas or any physical education activity area of the student's choice A sample schedule might look like the following:
	   First year <u>Fall:</u> Swimming and Dance <u>Spring:</u> Tennis and Self-defense.
	   Second year <u>Fall:</u> Soccer and Gymnastics <u>Spring:</u> Tennis and Water Polo 9th grade students must also be tested in the state mandated physical performance test (Fitnessgram) either by their community college instructor (provided they have been trained) between February 1 and April 15 or at their home school. The scores must be submitted to their home LAUSD school site to be turned into the local testing center. Students must be given the opportunity each year to retest and pass the components of the Fitnessgram that they have not passed.

BUL-1040.3   Page 25 of 47   April 19, 2016
Division of Instruction

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment C

World Language

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				This includes all foreign languages offered at the community colleges
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	5	Comparable to High School Foreign Language Year 1	Foreign Language Elementary Language 1	Check with college for course description and equivalency. Language Lab is required.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	5	Comparable to High School Foreign Language Year 2	Foreign Language 2 Elementary Language 2	Check with college for course description and equivalency. Language Lab is required.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	5	Spanish for Spanish Speakers 1 AB 256031/32	SPAN 11 Spanish for Spanish Speakers	Language lab is required
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	5	Spanish for Spanish Speakers 2 AB 256033/34	SPAN 12 Spanish for Spanish Speakers	Language lab is required

BUL-1040.3
Division of Instruction

Page 26 of 47

April 19, 2016

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment C

Science

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	4	Biology AB 360701/02	BIOL 3 Fundamentals of Biology	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	5	Chemistry AB 361401/02	CHEM 10 Introduction to General Chemistry	Prerequisite: Math 31

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment C

Social Sciences and History

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	WHG: Modern World AB 370127/28	HIST 2 History of Western Civilization II	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University IGETC	10 (no)	3 and 3	US History 20th Century AB 370129/30	HIST 12 US History Since Reconstruction and HIST 13 History of the US After 1945	
High School Diploma (HS) Associate of Arts (AA) CSU	5 (no)	3	Economics 370905	ECON 1 Principles of Microeconomics	Skills advisory for taking Econ 1 is eligibility for English 1
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	5 (no)	3	Economics 370905	ECON 2 Principles of Macroeconomics	Skills advisory for taking Econ 2 is eligibility for English 1
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	5 (no)	3	Introduction to Psychology 370403	PSYCH 1	Skills advisory for taking Psych 1 is eligibility for English 1
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	5 (no)	3	Introduction to Sociology 370405	SOCIOL 1 Introduction to Sociology	Skills advisory for taking Sociol 1 is eligibility for English 1
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Philosophy 37040910	PHILOS 1 Knowledge and Reality	

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment C

Visual and Performing Arts

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				American Art History AHIS 72 and a studio art or visual art class will award a total of 20 high school credits and meet the VPA requirement for graduation
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Art History and Analysis AB 200107/8	AHIS Survey of Art History I	AHIS 72 meets the VPA requirement for college admission. AHIS 72 must be taken concurrently or previously with a studio class to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Design AB 200301/02	ART 10A Design 1	Visual Art Must be taken with American Art History 72 concurrently or previously to earn high school credit
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Drawing AB 200601/02	ART 20A Drawing I	Visual Art Must be taken with American Art History concurrently or previously to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Painting 1AB 200701/02	ART 30A Beginning Water Color Painting 1	Visual Art Prerequisite: ART 10A or 20 A Must be taken with American Art History concurrently or previously to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Ceramics 1 AB 200203/04	ART 52A Ceramics 1	Visual Art Prerequisite: ART 10A Must be taken with American Art History 72 concurrently or previously to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Sculpture 1AB 200803/04	ART 40A Sculpture 1	Visual Art Recommended prerequisite: ART 10A or 20A Must be taken with American Art History 72 concurrently or previously to earn high school credit.

BUL-1040.3
Division of Instruction

Page 29 of 47

April 19, 2016

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment C

Visual and Performing Arts

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	3	Digital Imaging SH 1AB 200321/2	GR DES 21 Electronic Production and Publishing	Visual Art Must be taken with American Art History 72 concurrently or previously to earn high school credit.

BUL-1040.3
Division of Instruction

Page 30 of 47

April 19, 2016

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment C

Music

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				To earn HS credit for the performance class, the student must also take Music 30, or Music 32, appreciation of Music. Music 30 or Music 32 and an instrumental or vocal class will award 10 credits plus credits for the performance class. Consult the Santa Monica College Catalogue and the HS Assistant Principal Secondary counseling Services regarding any music performance class to verify appropriateness of enrollment and amount of credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Music History, Literature and Analysis 320117/18	MUSIC 32 Appreciation of Music	Performing Art Music 32 meets the VPA requirement for UC/CSU admission. Must be taken with a performance class to meet HS graduation requirements.
High School Diploma (HS) Associate of Arts (AA) UC/CSU	5 (no)	2	Choir AB 320513/4	MUSIC 50A Elementary Voice	Performing Art Students must take Music 30 or Music 32 concurrently or previously to receive HS credit for this course.
High School Diploma (HS) Associate of Arts (AA) UC/CSU	5 (no)	2	Vocal Ensemble AB 320515/16	MUSIC 59 Chamber Choir	Performing Art Students must take Music 30 or Music 32 concurrently or previously to receive HS credit for this course.
High School Diploma (HS) Associate of Arts (AA) UC/CSU	5 (no)	2	Keyboard 1 AB 321303/4	MUSIC 60A Elementary Piano, First Level	Performing Art Students must take Music 30 or Music 32 concurrently or previously to receive HS credit for this course.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	2	Advanced Orchestra AB 321207/8	MUSIC 74 Orchestra	Performing Art Students must take Music 30 or Music 32 concurrently or previously to receive HS credit for this course.

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	Dance History SH AB 190713/4 and	DANCE 5 Dance History And	Performing Art Students must take Music 30 or Music 32 concurrently or previously to receive HS credit for this course.
	5	1	Jazz Dance 1AB 190413/4	DANCE 14 Beginning Modern Jazz Dance	Students must take a dance activity course.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	Dance History SH AB 190713 and	DANCE 5 Dance History And	Performing Art Students must take Music 30 or Music 32 concurrently or previously to receive HS credit for this course.
	5	1	Beginning Tap SH AB 190313/4	DANCE 17 Beginning Tap	Students must take a dance activity course.

BUL-1040.3
Division of Instruction

Page 32 of 47

April 19, 2016

Los Angeles Unified School District
Policy Bulletin

<div align="right">Attachment D</div>

CONCURRENT ENROLLMENT
EL CAMINO COLLEGE ARTICULATION AGREEMENT

*The community college course must align with the high school course content standards.

English:

Enrollment in any community college English course is dependent upon the appropriate score on the placement exam or successful completion of the prerequisite English course. Once the student has taken the assessment for placement into an English course, he or she should also meet with a counselor in the Counseling Office or the Transfer Center to ensure he/she takes the correct course.

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	(Augmented Point)				Some UC transferable courses have credit limitations. For details, see a counselor, Transfer Center advisor, or the articulation officer.
High School Diploma Associate of Arts	10 (no)	3	English 9AB230107/08 or English 10AB230109/10	English 84 Developmental Reading and Writing	Prerequisite: Credit in English 82 OR Must qualify to take the course by taking the English Placement Test
High School Diploma Associate of Arts UC/CSU 4 Yr University	10 (no)	4	English 9AB 23107/08 or English 10AB 230109/10 or American Lit Comp 230111 and Contemp Comp 230201 Or Expos Comp 230205 and Mod Lit. 230425	English 1A Reading and Composition	Prerequisite: Credit in English A and English 84 or English 7. OR Must qualify to take the course by taking the English Placement Test
High School Diploma Associate of Arts UC/CSU 4 Yr University	10 (no)	3	English 9AB 230107/08 or English 10AB 230109/10 or American Lit Comp 230111 and Contemp Comp 230201 Or Expos Comp 230205 and Mod Lit. 230425	English 1B Literature and Composition	Prerequisite: English 1A with a minimum grade of C
High School Diploma Associate of Arts CSU and 4 Yr University	5 (no)	3	Creative Writing 230217	English 25A Creative Writing: Introduction to the Craft of Fiction	Recommended Preparation: eligibility for English 1A
High School Diploma Associate of Arts UC/CSU and 4 Yr University	5 (no)	3	World Literature 230437	English 36 World Literature: 1650 to Present	Recommended Preparation: eligibility for English 1A

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment D

Mathematics

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	(Augmented Point)				Enrollment in any math course is dependent upon the appropriate score on the community college placement exam or successful completion of the community college prerequisite math course.
High School Diploma (HS)	5 (no)	3	CC Algebra 1 Tutorial Lab 312613/14	Mathematics 23 Pre-Algebra	Prerequisite: Math 10B or 12 with a grade of C or El Camino Math Placement Test
High School Diploma (HS) Associate of Arts (AA)	10 (no)	4	CC Algebra 1A = 0 credits B = 10 credits 310341/42	Mathematics 40 Elementary Algebra	Prerequisite: Math 23 or 25 with grade of C or El Camino Math Placement Test
High School Diploma (HS) Associate of Arts (AA)	10 (no)	4	CC Geometry AB 310423/24	Mathematics 60 Elementary Geometry	Prerequisite: Math 40 or 43 with grade of C or El Camino Math Placement Test
High School Diploma (HS) Associate of Arts (AA)	10 (no)	5	CC Algebra 2AB 310343/44	Mathematics 73 Intermediate Algebra for General Education	Prerequisite: Math 40 or 43 with grade of C or El Camino Math Placement Test
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University IGETC	10 (no)	4	Statistics and Probability AB 310607/8	Mathematics 150 – Elementary Statistics with Probability	Prerequisite: Math 80 or Math 73 with a grade of C or El Camino Math Placement Test
High School Diploma (HS) Associate of Arts (AA) CSU 4 Year University IGETC	10 (no)	3	Pre-Calc AB 310711/12	Mathematics 180 Pre-Calc	Prerequisite: Math 73 and 180 with grades of C or El Camino Math Placement Test Math 60 is equivalent to HS Geometry

BUL-1040.3
Division of Instruction

Page 34 of 47

April 19, 2016

Los Angeles Unified School District
Policy Bulletin

Social Sciences and History

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	10 (no)	3	US History 20th AB 370129/30	History 102 US History from 1877 to the Present	Prerequisite: Eligibility for English 1A. There may be a limit on the maximum UC credit allowed. Check with a counselor.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	10 (no)	3	WHG: Modern World AB 370127/28	History 141 History of Modern Civilizations	Prerequisite: Eligibility for English 1A.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	African-American History 370701	History 111 The African American in the US from 1877 to the Present	Prerequisite: Eligibility for English 1A. There may be a limit on the maximum UC credit allowed. Check with a counselor.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	Women in History 370309	History 106 Women and American History from 1877 to Present	Prerequisite: Eligibility for English 1A. There may be a limit on the maximum UC credit allowed. Check with a counselor.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	Principles of American Democracy 370603	Political Science 3 – Intro to Principals & Methods of Political Science	Prerequisite: Eligibility for English 1A.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	Economics 370905	Economics 5 Fundamentals of Economics	Recommended Preparation: English 1A.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	Introduction to Psychology 370403	Psychology 5 General Psychology	Prerequisite: Eligibility for English 1A.

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	Introduction to Sociology 370405	Sociology 101 Introduction to Sociology	Prerequisite: Eligibility for English 1A.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	10 (no)	3	Philosophy AB 370409/10	Philosophy 101 Introduction to Philosophy	Prerequisite: Eligibility for English 1A.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	10 (no)	3	Geography AB 370201/02	Geography 1 Physical Elements	Recommended Preparation: English 84

Los Angeles Unified School District
Policy Bulletin

Science

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	4	Biology AB 360701/02	Biology 10 Fundamentals of Biology	Recommended preparation: English 84
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	5 (no)	3	Zoology 360801	Biology 11 Fundamentals of Zoology	Recommended preparation: Eligibility for English 1A
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	3	Chemistry AB 361401/02	Chemistry 4 Beginning Chemistry	There may be a limit on the maximum UC credit allowed. Check with a counselor.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	4	Physics AB 361501/02	Physics 2A General Physics	Must have completed Trigonometry or Math 170 with a grade of C or better
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3 and 1	Marine Biology AB 360603/04	Biology 17 Marine Biology And Biology 18 Marine Biology Lab	Recommended preparation: English 84
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	4	Physiology AB 361001/02	Physiology 31 Human Physiology	Some colleges require Biology as a prerequisite

BUL-1040.3
Division of Instruction

Page 37 of 47

April 19, 2016

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment D

World Language

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				This includes all foreign languages offered at the community colleges
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	4	Comparable to High School World Language Year 1 and 2	World Language 1 Elementary Language Level 1	Applies to all world languages offered at El Camino College
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	4	Comparable to High School World Language Year 3	World Language 2 Elementary Language 2	Applies to all world languages offered at El Camino College
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	4	Comparable to High School World Language Year 4	World Language 3 Intermediate Language Level 1	Applies to all world languages offered at El Camino College
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	4	Comparable to High School World Language Year 5	World Language 4 Intermediate Language Level 2	Applies to all world languages offered at El Camino College

BUL-1040.3
Division of Instruction

Page 38 of 47

April 19, 2016

Los Angeles Unified School District
Policy Bulletin

Attachment D

Visual and Performing Arts

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				Art History 2, 3, or 4 and a studio art or visual art class will award a total of 20 high school credits and meet the VPA requirement for graduation
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Art History and Analysis AB 200107/08	Art 102A History of Western Art – Prehistoric to Gothic	Art 2 meets the VPA requirement for college admission. Art 2 must be taken concurrently or previously with a studio class to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Art History and Analysis AB 200107/08	Art 102B History of Western Art – Proto-Renaissance to 19th Century	Art 3 meets the VPA requirement for college admission. Art 3 must be taken concurrently or previously with a studio class to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Art History and Analysis AB 200107/08	Art 102C History of Western Art – 19th Century to Contemporary Times	Art 4 meets the VPA requirement for college admission. Art 4 must be taken concurrently or previously with a studio class to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Design AB 200301/02	ART 31 ab Three-Dimensional Design	Visual Art Must be taken with Art History 160 2, 3, or 4 concurrently or previously to earn high school credit
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Drawing AB 200601/02	ART 110 Drawing Fundamentals 1	Visual Art Must be taken with Art History 160 concurrently or previously to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Painting 1AB 200701/02	ART 222 Fundamentals of Painting 1	Visual Art Must be taken with Art History 160 concurrently or previously to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Ceramics 1AB 200203/04	ART 161 Beginning Ceramics	Visual Art Must be taken with Art History 160 concurrently or previously to earn high school credit.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Sculpture 1AB 200803/04	ART 181 Beginning Sculpture	Visual Art Must be taken with Art History 160 concurrently or previously to earn high school credit.

BUL-1040.3
Division of Instruction

April 19, 2016

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment D

Visual and Performing Arts

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				Art History 2, 3, or 4 and a studio art or visual art class will award a total of 20 high school credits and meet the VPA requirement for graduation
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Design AB 200301/02	ART 130 Two-Dimensional Design	Visual Art Must be taken with Art History 160 2, 3, or 4 concurrently or previously to earn high school credit
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Advertising Design 1AB 200307/08	ART 132 Advertising Design 1	Visual Art Must be taken with Art History 160 2, 3, or 4 concurrently or previously to earn high school credit
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Digital Imaging Production AB 200325/26	ART 141A Fundamentals Digital Art	Visual Art Must be taken with Art History 160 2, 3, or 4 concurrently or previously to earn high school credit
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Photography Production AB 200507/08	Art 142 Digital Photography	Visual Art Must be taken with Art History 160 2, 3, or 4 concurrently or previously to earn high school credit

BUL-1040.3
Division of Instruction

Page 40 of 47

April 19, 2016

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment D

Health and Business Electives

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	(Augmented Point)				
High School Diploma (HS) Associate of Arts (AA) UC/CSU	5 (no)	3	Health 260103	Contemporary Health 1 Personal & Community Health Issues	Recommended preparation: Eligibility for English 1A or English 84
High School Diploma (HS) Associate of Arts (AA) UC/CSU – depending upon major	10 (no)	5	Accounting AB 210301/02	Business 1A Financial Accounting	Recommended preparation: Eligibility for English 1A
High School Diploma (HS) Associate of Arts (AA) UC/CSU	5 (no)	3	Business Org. 210103	Business 25 Introduction to Business	Recommended preparation: Eligibility for English 84
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	3	Global International Trade 211105/06	Business 90 International Aspects of Business	Recommended preparation: Eligibility for English 84
High School Diploma (HS) Associate of Arts (AA) UC/CSU	5 (no)	3	Introduction to Computer 180103	Computer Information Systems 13 Introduction to Computers	Recommended preparation: Eligibility for English 84

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment D

Physical Education

Physical Education	• Community college courses offered under the title of Physical Education Activity in each local *Community College Schedules of Classes* equals 2.5 high school credits.
	• A high school student must take <u>TWO</u> Community College Physical Education Activity classes each semester to meet the minimum 400-minute requirement or 5 units. These two classes must be from any of the six activity areas and from different disciplines: aquatics, individual or dual activities, dance, combatives, gymnastics & tumbling, or team activities
	• Summer School - PE courses may be taken during summer school only as remediation. Students must have failed a PE course at their home schools and intend to make it up during summer school. To make up a failed PE course during summer school, the student must take 2 PE courses during the summer session, from 2 of the 6 activity areas. The reason students may not take summer school courses to fulfill a semester of PE is that it violates the 400 minute each 10 school day requirement. Having failed a semester means they still had the 400 minutes, they just did not pass the class, and therefore can make it up during summer school.

	• For a student who wishes to take one or two full years of PE at community college, he or she must take two courses each semester, one from each of the six activity areas. The final two classes or any additional classes in the following years can be from any of the previous six areas or any physical education activity area of the student's choice A sample schedule might look like the following:
	    First year <u>Fall:</u> Swimming and Dance <u>Spring:</u> Tennis and Self-defense.
	    Second year <u>Fall:</u> Soccer and Gymnastics <u>Spring:</u> Tennis and Water Polo

	• 9th grade students must also be tested in the state mandated physical performance test (Fitnessgram) either by their community college instructor (provided they have been trained) between February 1 and April 15 or at their home school. The scores must be submitted to their home LAUSD school site to be turned into the local testing center. Students must be given the opportunity each year to retest and pass the components of the Fitnessgram that they have not passed.

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment E

CONCURRENT ENROLLMENT
GLENDALE COLLEGE ARTICULATION AGREEMENT

*The community college course must align with the high school course content standards.

English:

Enrollment in any community college English course is dependent upon the appropriate score on the placement exam or successful completion of the prerequisite English course. Once the student has taken the assessment for placement into an English course, he or she should also meet with a counselor in the Counseling Office or the Transfer Center to ensure he/she takes the correct course.

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	(Augmented Point)				Some UC transferable courses have credit limitations. For details, see a counselor, Transfer Center advisor, or the articulation officer.
High School Diploma Associate of Arts UC/CSU 4 Yr University	10 (no)	3	English 9AB 230107/08 or English 10AB 230109/10 or American Lit Comp 230111 and Contemp Comp 230201 Or Expos Comp 230205 and Mod Lit. 230425	ENGL 101 Freshman English	Must qualify to take the course by taking the English Placement Test
High School Diploma Associate of Arts UC/CSU 4 Yr University	10 (no)	3	English 9AB 230107/08 or English 10AB 230109/10 or American Lit Comp 230111 and Contemp Comp 230201 Or Expos Comp 230205 and Mod Lit. 230425	ENGL 120 Composition and Reading	Recommended preparation: ENGL 192 Placement based on composite of test score and academic background.
High School Diploma Associate of Arts UC/CSU 4 Yr University	5 (no)	3	English Literature 230413	ENGL 106 Survey of English Literature from 1780 to the Present	Placement based on composite of test score and academic background.

Los Angeles Unified School District
Policy Bulletin

Mathematics

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	(Augmented Point)				Enrollment in any math course is dependent upon the appropriate score on the community college placement exam or successful completion of the community college prerequisite math course.
High School Diploma (HS)	5 (no)	4	CC Algebra 1 Tutorial Lab 312613	Math 155 Arithmetic and Pre-Algebra	
High School Diploma (HS)	5 (no)	1	CC Algebra 1 Tutorial Lab 312613	Math 190 Overcoming Math Anxiety	Numerical Credit Only
High School Diploma (HS) Associate of Arts (AA)	10 (no)	3	CC Algebra 1AB 310341 = 0 credits 310342 = 10 credits	Math 100 College Algebra	Placement is based on a composite of test scores
High School Diploma (HS) Associate of Arts (AA)	10 (no)	5	CC Algebra 2AB 310343/44	Math 101 Intermediate Algebra	Placement is based on a composite of test scores
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	10 (no)	4	Statistics and Probability AB 310607/8	Math 136 Statistics	Placement is based on a composite of test scores
High School Diploma (HS) Associate of Arts (AA) CSU 4 Year University	10 (no)	3	Pre-Calc AB 310711/12	Math 102 Pre-Calc	Placement is based on a composite of test scores

Los Angeles Unified School District
Policy Bulletin

Attachment E

Social Sciences and history

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	10 (no)	3	US History 20th AB 370129/30	HIST 118 History of the United States	Prerequisite: Eligibility for English 120 or ESL 151.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	10 (no)	3	WHG: Modern World AB 370127/28	History of Civilizations 109	Recommended Preparation: Eligibility for English 101.
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	Women in History 370309	History 111 Women in American History	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	Principles of American Democracy 370603	POLS 101 Introduction to Government	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	Economics 370905	ECON 102 Principles of Macroeconomics	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	Introduction to Psychology 370403	PSYCH 101 General Psychology	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	Introduction to Sociology 370405	SOC 101 Introduction to Sociology	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	Introduction to Anthropology 370401	ANTHR 102 Cultural Anthropology	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	10 (no)	3	Government Lab Criminal Law 370807/08	ADMIN of Justice 103 Concepts of Criminal Law	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	5 (no)	3	Youth and the Administration of Justice 370803	ADMJ 118 Youthful Offenders	

BUL-1040.3
Division of Instruction

Page 45 of 47

April 19, 2016

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment E

Science

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	(Augmented Point)				
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	4	Biology AB 360701/02	BIOL 122 Introduction to Biology	
High School Diploma (HS) Associate of Arts (AA) CSU	10 (no)	5	Chemistry AB 361401/02	Chemistry 101 General Chemistry	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	4	Physics AB 361501/02	Physics 105 General Physics	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	3	Marine Biology AB 360603/04	BIOL 125 Marine Biology	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4-Year University	10 (no)	4	Physiology AB 361001/02	BIOL 121 Introduction to Physiology	

BUL-1040.3
Division of Instruction

Page 46 of 47

April 19, 2016

LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

Attachment E

Health and Electives

Diploma and /or Degree Credit	High School Credit	College Units	High School Course	Community College Course*	Notes
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	(Augmented Point)				
High School Diploma (HS) Associate of Arts (AA) UC/CSU	5 (no)	3	Health 260103	HLTH 104 Health Education	
High School Diploma (HS) Associate of Arts (AA) UC/CSU – depending upon major	10 (no)	5	Accounting AB 210301/02	ACCTG 101 Financial Accounting	
High School Diploma (HS) Associate of Arts (AA) UC/CSU	5 (no)	3	Business Org. 210103	BUSAD 101 Introduction to Business	
High School Diploma (HS) Associate of Arts (AA) UC/CSU	5 (no)	5	Introduction to Computer 180103	CS/IS 101 Introduction to Computers and Information Systems	
High School Diploma (HS) Associate of Arts (AA)	5 (no)	3	Electronic Keyboard 210203	CABOT 205 Computer Keyboarding Typing 1	
High School Diploma (HS) Associate of Arts (AA) UC/CSU 4 Year University	10 (n0)	3	Computer Programming 1AB 180201/02	CS/IS 112 Intro to Programming Using Java	
High School Diploma (HS) Associate of Arts (AA) UC/CSU	5	3	Web Development and Production 180211	CS/IS 260 Intro to Web Site Development	

BUL-1040.3
Division of Instruction

Page 47 of 47

April 19, 2016

LOS ANGELES COMMUNITY COLLEGE DISTRICT
SUPPLEMENTAL APPLICATION FOR ADMISSION OF STUDENTS IN GRADES K-12

ADMISSION: Colleges in the Los Angeles Community College District ("LACCD") may admit as a special part-time or full-time student anyone who is a student in grades K-12 who has met the LACCD's admissions requirements and who, in the opinion of the College President (or designee), may benefit from instruction. (Education Code sections 48800, 48800.5, 76001; LACCD Board Rules 8100.06, 8100.07, 8100.08; LACCD Administrative Regulation E-87.)

FEES: **Enrollment fees** are required for special full-time students (i.e., taking more than 11 units), but waived for special part-time students (i.e., taking 11 units or less). (Education Code section 76300(f), LACCD Board Rule 8100.03.) Effective starting the Summer 2009, the **nonresident tuition fee** will be charged for all students who are classified as nonresidents; students may apply for an individual waiver pursuant to Board Rule 8100.15. The LACCD also charges a **health fee** (certain categories of students are exempt) and, where applicable, a **student representation fee**.

CONDITIONS: The student is expected to follow regulations and procedures that apply to all college students. The student shall receive college credit for the community college courses that the student completes. Arrangements for receiving high school credit for completed course work must be made with the student's high school. The student may only enroll in those courses listed on this form. This enrollment approval form must be presented when the student initially files an application for admission to the college, and a separate approval must be provided for each semester or term in which the student wishes to enroll. **The LACCD and its colleges assume no responsibility for the supervision of minor students (i.e., students under 18 years of age) outside the classroom setting. Parents are responsible for ensuring that their children are appropriately supervised before class begins, after class finishes, or when a class is cancelled and/or dismissed early.**

K-12 STUDENT INFORMATION

Student Name: _____   **Birth Date:** ___/___/___
Last   First   MI   Mo   Day   Year

Student Address: _____
Street   City   State   ZIP

Phone No.: ( ) _____   **E-mail Address:** _____   **Student ID No.:** _____

FOR STUDENT: I authorize the release of my transcript information to my school upon the school's written request.

_____   _____
Signature of Student   Date

FOR PARENT/GUARDIAN: I authorize my son/daughter to enroll in a college level course in the LACCD. I understand that my child will not be afforded any special status or supervision as a result of his/her minor status while enrolled in the Los Angeles Community College District; I also understand that I will not have access to my child's student records (including grades and transcripts) without his/her written consent, his/her minor status notwithstanding.

_____   _____   _____
Print Name of Parent/Guardian   Signature of Parent/Guardian   Date

---

COLLEGE ENROLLMENT INFORMATION
(to be completed by the K-12 school official)

Term: ☐ Fall Semester   ☐ Winter Intersession   ☐ Spring Semester   ☐ Summer Session   **Year:** _____

College: _____   **Enrollment Status:**   ☐ Part-time (*11 units or less*)   ☐ Full-time (*more than 11 units*)

1. _____   2. _____   3. _____
College Course Subject/Number   College Course Subject/Number   College Course Subject/Number

4. _____   5. _____   6. _____
College Course Subject/Number   College Course Subject/Number   College Course Subject/Number

I have met and counseled the student and recommend the courses listed above to be taken for credit (*for K-8 students, please enclose the student's transcripts and letter describing how, in your opinion, the student will be able to profit from instruction at a community college*). If this is a summer enrollment, I certify that there are no equivalent courses available at this school and that the total number of students referred from this school to community colleges does not exceed 5% of this year's graduating class.

_____   _____   _____
Print Name of Official   Signature of Official (original required)   Date

FOR LAUSD STUDENTS: _____   _____
                        LAUSD Student ID No.   School Location Code

---

COLLEGE APPROVAL
(to be completed by the College's Chief Instructional Officer (or designee)

☐ Approved to Attend   ☐ Not Approved to Attend
_____   _____
Signature   Date
Reason(s) for Refusal: _____

Form YS-1   Effective 9/22/08

Cover Sheet

Approval of the English Learner (EL) Master Plan

Section:	II. Consent Item
Item:	B. Approval of the English Learner (EL) Master Plan
Purpose:	Vote
Submitted by:	
Related Material:	II B EL Plan.pdf

Board Agenda Item #	II B- Consent Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Updated EL Master Plan AY 2019-2020

Proposed Board Motion

I move that the board recommend the approval of the EL Master Plan for the 2019-2020 school year.

Introduction
This is a routine, annual item; every academic school year the MPS EL Master Plan is reviewed by the board for approval of updates and program improvements.

Background
The revisions made to the EL Master Plan will make it more comprehensive.
The updates to the Master Plan include the following:
- ELPAC (English Learner Advisory Committee)
- Professional Development Plan
- Parent Notifications
- Alignment with the FPM (Federal Program Monitoring) Program instrument
- ELD Program Evaluation

The Master Plan has changed slightly since it was recommended for approval at the Academic Committee meeting. In the section for LTELs, the Power ELA class was made optional since two of our schools no longer offer these classes. I have also added a brief overview of our program evaluation procedures.

Analysis (if applicable)
n/a

Budget Implications
n/a

Exhibits (attachments):
- Updated EL Masterplan

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

Magnolia Public Schools
2019-2020 English Learner Master Plan

Magnolia Public Schools (MPS) endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that may affect those students who are not fully proficient in English. We hope to accomplish this by facilitating the acquisition and mastery of the English language as quickly as possible, while providing English Learners (ELs) with access to the core content through specialized and targeted instruction, a research-based and state-approved curriculum, and carefully differentiated instructional strategies. MPS also promotes an equitable educational experience for our ELs and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

MPS provides students with a vigorous English Language Development (ELD) program that is based on recent language acquisition research, as well as the six key principles for teaching ELs established by the *Understanding Language District Engagement Subcommittee* at Stanford University. These principles and research are the foundation of our program and guide our professional development. They are outlined as follows:

Source	Year	Summary
The Understanding Language District Engagement Subcommittee at Stanford University	*2012*	1. *Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.* 2. *Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.* 3. *Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.* 4. *Instruction moves ELs forward by taking into account their English proficiency levels and prior schooling experiences.* 5. *Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.* 6. *Diagnostic tools and formative assessment*

1

		practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.
Research to Guide English Language Development Instruction by Saunders & Goldenberg	*2010*	1. *Providing ELD instruction is better than not providing it.* 2. *ELD instruction should include interactive activities, but they must be carefully planned and carried out.* 3. *A separate block of time should be devoted daily to ELD instruction.* 4. *ELD instruction should emphasize listening and speaking although it can incorporate reading and writing.* 5. *ELD instruction should explicitly teach elements of English (for example, vocabulary, syntax, grammar, functions, and conventions).* 6. *ELD instruction should integrate meaning and communication to support explicit teaching of language.* 7. *ELD instruction should provide students with corrective feedback and form.* 8. *Use of English should be maximized during ELD instruction; the primary language should be used strategically.* 9. *Teachers should attend to communication and language learning strategies and incorporate them into ELD instruction.* 10. *ELD instruction should emphasize academic language as well as conversational language.* 11. *ELD instruction should continue until students reach Level 5.*
Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners	*2010*	*Basic design principles for providing LTELs with equitable access to the core curriculum and improving proficiency outcomes:* ● *An LTEL program must emphasize urgency, acceleration, and focus.* ● *School must address the distinct needs of LTELs.* ● *LTELs need both language development and literacy development.* ● *Language development and academic gaps*

2

| | | *must be addressed across the curriculum.*
● *An LTEL program should support home language development.*
● *LTELs need a rigorous curriculum.*
● *LTELs need invitation, support, and insistence that they become active participants in their own education.*
● *An LTEL program should recognize the importance of positive relationships between the students and school staff.*
● *An LTEL program should encourage full integration with other students and with the school.* |

MPS follows all federal and state laws in providing equal educational opportunities for ELs. MPS implements a consortium-wide English Learner Master Plan that outlines the following components of a strong program:

A. *Identification of English Learners*
B. *Assessment of English Learners*
C. *Parent Notification*
D. *Placement of English Learners*
E. *Newcomers and Long Term English Learners*
F. *Monitoring English Learner Progress*
G. *Reclassification of English Learners*
H. *Staff Qualifications and Professional Development*
I. *English Learner Advisory Committee*
J. *English Language Development Program Evaluation*

A. Identification of English Learners

When a student enrolls at MPS, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS), as mandated by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Before completing this survey, parents will receive an explanation of its purpose, and be informed of the possibility that their child may be given an assessment to measure their English Language Proficiency (ELP). The student's cumulative file and CALPADS records will also be checked by office staff to determine the student's ELP status.

The HLS is made up of the following four questions:
1. What language did your child learn when he or she first began to talk?
2. What language does your child most frequently use at home?
3. What language do you (parent/guardian) most frequently use when speaking with your child?

3

4. Which language is most often spoken by the adults in the home?

The State Board of Education's approved guidelines for the HLS responses are as follows:
- If the answer to all four questions is "English" then the child is classified as "English Only" (EO) and will not be assessed for language proficiency.
- If the answer to any of the first three questions is a language other than English, then the student will be given an English language proficiency exam.
- If the answer to the fourth question is a language other than English, the student may be tested for ELP at the school's discretion.

Any student who is new to the CA public school system, who lists a language other than English on the above-noted HLS questions, will be tested for English Language Proficiency using the English Language Proficiency Assessments for California.

Parent rights regarding the HLS are as follows:
- The parent may amend the HLS anytime. If the amendment is made before the student has taken the initial English Language Proficiency Assessments for California (ELPAC), the student's classification will be adjusted to reflect the amendment. However, if the student has already taken the ELPAC, then the amendment will not affect the student's classification subsequently determined by the results of the ELPAC. An initial student who takes the ELPAC for ELP is classified as "To Be Determined" (TBD) until the official results are received.

The first HLS on file for a student supersedes all HLS forms completed at a later time. The answers on this initial HLS must be documented in the Student Information System (SIS). If the school has a reasonable doubt of a student's ELP, then that student may be tested to establish and provide evidence of proficiency. In these cases, a certificated staff member must document the reasons for ELPAC administration on the HLS. This annotation must be signed and dated by the school principal. Parents will then be informed by a certificated staff member of the student's assessment results and program placement.

B. Assessment of English Learners
Assessment of Initial Students: Students whose ELP is "To Be Determined" according to their HLS (and with no other documentation of their English language designation available) will be tested in Fall 2018 using the English Language Proficiency Assessments for California (ELPAC).

The ELPAC will be administered to these initial students within 30 calendar days of the beginning of the school year, or within two weeks if a student enrolls during the school year. Initial ELPAC assessments must be locally scored in order to determine the student's interim language classification and placement until official results are received. This interim information must be communicated to parents within 30 calendar days of the student's initial enrollment. Parents will be notified again of the student's official test results, once they are received. The

4

official score provided by the test vendor is the score used by the school to establish the student's ELP classification and placement.

Based on the initial student's performance on the ELPAC, he/she may be classified as an English Learner (EL) or an Initial Fluent English Proficient (IFEP) student. If a student is classified as an IFEP student, he/she will not be eligible to receive EL services, and will receive instruction in a program designed for fluent English speakers. If a student is classified as an EL, he/she will receive both integrated and designated English Language Development. An EL student must also be assessed annually (with the ELPAC) until he/she meets the reclassification criteria established by MPS according to state law.

Assessment of Annual Students: Students who are classified as ELs will be tested annually using the English Language Proficiency Assessments for California (ELPAC). This ELP test will be administered during the Spring test administration window. At this time, MPS is waiting for a recommendation from the CDE regarding reclassification threshold scores. In the interim, these scores are locally determined and outlined in Section G.

Assessment of Students with an IEP/504 Plan: EL students on an active individualized education plan (IEP) or Section 504 plan will be assessed using the accommodations, modifications, or alternative assessments for the current ELP exam as specified in their plan.

C. Parent Notification
Parents of students who are administered the initial and annual ELPAC will receive notification of the following, within 30 calendar days of test administration:
- A description of initial or annual ELP levels, and how they are determined
- Current language classification
- Program placement
- Instructional Program Options
- Reclassification Criteria
- For ELs with an IEP: A description of how the program placement will contribute to meeting the objectives of the IEP
- Graduation Rate for ELs (secondary schools)

All parent notification letters are certified by office staff and school leaders. This includes a list of notification recipients attached to each certification. Copies of notification letters are filed in each student's cumulative folder and the certification is filed in the Title III/EL Compliance folder maintained by the MPS EL Coordinator.

Prior to English proficiency testing, parents will also be informed of when their child will be tested, and how the test will be used to determine placement and reclassification.

Parents of ELs are always given the option to meet with a school administrator if they have questions regarding their child's assessment results, placement, or classification.

5

D. Placement of English Learners - Structured English Immersion Program
All MPS EL students participate in a Structured English Immersion (SEI) program. The U.S. Department of Education describes the goal of this program as "acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English." Within this SEI program, ELs are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the frameworks and strategies outlined below. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students' ELD level. All curriculum used within the SEI program has ELD components/resources that facilitate language acquisition. Additionally, Newcomers and Long Term English Learners receive supplemental services in the program as outlined below.

Designated English Language Development: Designated ELD is defined by the California ELD Framework as "a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English." Designated ELD is not separate from the core subjects, but rather is The following tables outline how designated ELD is delivered to EL students depending on their grade and ELD level.

Elementary Designated ELD: MPS elementary schools provide EL students with a minimum 30-minute block of designated English Language Development. Additionally, elementary schools may place their EL students in a supplemental class during the Silent Sustained Reading (SSR) period to provide additional, targeted support.

Eligible Students	Program Description
All ELD Levels (1-4)	- Elementary EL students receive a minimum of 30 minutes of designated ELD instruction in a protected block of time during the school day. - This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. - Teacher differentiates language instruction based on ELD levels. - Schools may provide this type of ELD through push-in or pull-out support, rotation stations, or coordinated groupings managed by the teacher and supported by a teacher's aide. - Primary curriculum used is the designated component of McGraw Hill's *Wonders*, used in conjunction with supplemental programs such as DuoLingo and BrainPop ESL.

6

Flexible program option: Supplemental ELD during Silent Sustained Reading period	
All ELD Levels (1-4)	● Depending on the school site's EL population, an additional, supplemental ELD period may be provided to ELD levels 1-2 and/or levels 3-4. This period would take place during the school's 25 minute SSR period and would allow teachers to focus on language learning and domain areas of growth. **This supplemental class does not replace the 30 minute minimum required for all levels.**

Secondary Designated ELD: Depending on the EL student's ELD level, he/she will be placed in either a designated ELD class, or will receive designated ELD in his/her core classes. The following program description is the minimum requirement for all MPS schools. Individual schools may elect to provide additional support to their English Learners, as long as it does not interfere with a student's overall academic enrichment, or require additional work and/or time (for example, a mandatory tutoring session outside of regular school hours).

Middle School - Grades 6-8	
Eligible Students	*Program Description*
ELD Levels 1-2 *ELs with "minimally" or "somewhat developed" proficiency in English*	● EL students who are ELD Levels 1-2 receive one period of designated ELD. ● Depending on the school's EL population and resources, this period of designated ELD may be a full class period or it may take place during the school's shorter SSR/Study Skills period. A full class period of designated ELD will not exceed one semester per year. Schools that elect to provide this additional designated time may use the full class period to provide intensive language instruction and core academic support to ELs, prior to their English proficiency test, then move students to a shorter designated ELD class during the second semester, so that they may participate in an elective or enrichment class. ● This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. ● Teacher differentiates language instruction based on ELD levels and proficiency descriptors. ● Primary curriculum used is the designated component of McGraw

7

	Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.
ELD Levels 3-4 *ELs with "moderately" or "well developed" proficiency in English*	● EL students who are ELD Levels 3-4 receive designated ELD in their core classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. ● This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. ● Teacher differentiates language instruction based on ELD levels and proficiency descriptors. ● Core teachers work with the site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify. ● Primary curriculum used is the designated component of McGraw Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as No Red Ink, and Kate Kinsella's Academic Vocabulary Toolkit.

High School - Grades 9-12	
Eligible Students	***Program Description***
ELD Levels 1-2 *ELs with "minimally" or "somewhat developed" proficiency in English*	● EL students who are ELD Levels 1-2 receive one period of designated ELD during the school's SSR period or Study Skills class. This ELD class will not interfere with a student's A-G requirements. ● This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. ● Teacher differentiates language instruction based on ELD levels. ● Primary curriculum used is the designated component of McGraw Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and

8

	Edge.
ELD Levels 3-4 *ELs with "moderately" or "well developed" proficiency in English*	• EL students who are ELD Levels 3-4 receive designated ELD in their core classes, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. • This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. • Teacher differentiates language instruction based on ELD levels. • Core teachers work with the site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify. • Primary curriculum used is the designated component of McGraw Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.

Integrated English Language Development:
Integrated ELD is defined by the California ELD Framework as "ELD instruction provided throughout the day and across the disciplines. Teachers with English Learners use the ELD standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners."

At MPS, teachers use SDAIE strategies (Specially Designed Academic Instruction in English), and the CHATS framework (see explanation of acronym below), to support integrated ELD across all content areas. Teachers are provided with professional development on how to provide integrated ELD to their students, how to apply the CA ELD standards, and how to use SDAIE strategies and the CHATS framework. This training is ongoing and provided by both MPS staff and third-party vendors. Additionally, site-level EL Coordinators provide regular training to teachers of ELs, which includes showcasing specific strategies for differentiating and integrating ELD into the content area classroom.

About the CHATS Framework: Teachers will receive training on a research-based, field-tested framework for supporting EL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is "meant to empower teachers who haven't been formally trained in ESL with planning tools that make content comprehensible to their English language learners," while "providing ELs with opportunities to build up their academic language" in the

9

content classroom. All MPS teachers will have access to this book, and will be consistently trained to use CHATS strategies. Although CHATS was developed for ELs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym:

- C – Content Reading Strategies
- H – Higher Order Thinking Skills
- A – Assessment
- T – Total Participation Techniques
- S – Scaffolding Strategies

This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning.

E. Newcomers and Long Term English Learners

Newcomers: A newcomer is defined as a child or youth (ages 3-21) who was not born in any state and has not attended school in any state for more than three full academic years. At MPS, newcomers are identified upon enrollment in our Student Information System, and are carefully monitored by school leaders, coordinators, and teachers. Depending on the student's English language proficiency, he/she may be placed in a designated ELD class, where he/she will have an opportunity to build on foundational English language skills, as well as practice vocabulary and key concepts learned in his/her core classes. In addition to using the designated component of the McGraw Hill curriculum, a newcomer student will have access to language learning programs such as DuoLingo and Rosetta Stone, as well as BrainPop ESL, No Red Ink, and NewsELA. When possible, MPS will strive to obtain tutors that speak the student's native language to help build on prior knowledge, and provide additional clarification and support. Newcomers at MPS will have access to additional academic support through optional morning and after-school tutoring, Saturday school, and summer school.

Newcomers are expected to make progress in their ELP of one level per year at MPS. Newcomers are carefully monitored for growth by the site-level ELD Coordinator. Newcomers are assessed at the beginning of the school year for ELP and also for proficiency in their native language via a writing sample and through interview questions. If it is determined that additional academic or instructional support is needed, the site-level ELD Coordinator will work with school leaders and the MPS Coordinator to determine which programs, curriculum, or supports may be needed.

Newcomer students also receive targeted social-emotional support at MPS schools. Newcomer students and their parents are provided with a more personalized orientation (in their native language if possible) regarding school routines, school attendance, school schedule, the role of school personnel, uniform policy, using the library, emergency drills, and other topics determined by MPS staff. Some other social-emotional supports that are provided to newcomers at MPS schools are: class cohorts and being paired up with a peer that speaks their language (when possible) for in-class support and clarification, a safe space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student feels overwhelmed or stressed), frequent check-ins from teachers and school leaders to ensure that the student is

10

adjusting and feels comfortable in his/her new environment, immediate response by school staff to bullying or discrimination, informal support activities that provide newcomer students with opportunities to speak informally in his/her native language, and encouraging newcomer students to participate in after-school clubs and sports. Newcomer families will also be invited to attend our Parent College Program, and will be provided with resources for helping their child improve literacy at home in their native language.

Long Term English Learners: A Long Term English Learner (LTEL) is defined as a student who has been enrolled in a U.S. school for more than six years. MPS is committed to providing these students with the support that they need to reclassify by thoroughly assessing their academic data and providing structured and targeted ELD instruction based on their needs and areas of growth.

All LTELs at MPS are placed in rigorous courses designed to meet their college readiness requirements. They receive grade-level instruction that is taught using differentiated strategies, and are placed with English proficient students in core and elective courses.

At the beginning of the school year, school leaders and site-level EL coordinators will determine who their LTEL students are, and mark them in the student information system. They will review redesignation data, and determine what has prevented the student from reclassifying (MAP score, ELP exam score, ELA grade, etc.). Domains of growth will be noted in their ELD portfolios. This information is then shared with teachers and a plan of action is created to facilitate each student's growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan.

LTELs (who are Levels 3 and 4; Levels 1 and 2 are enrolled in a separate designated ELD class) enrolled in an MPS middle school that offers specialized "Power English" courses may be placed in this course for one semester (at the school's discretion). This class will not replace designated or integrated ELD. This class will provide an additional focus on oral and academic language development and English literacy. It will also provide students with an opportunity to practice skills in preparation for the ELPAC. At the end of the semester, each student's progress will be assessed (ELA grades, summative assessments, MAP scores, and writing samples) to see if adjustments or additional supports are needed.

LTELs enrolled in an MPS high school will receive ongoing, individualized support from the site-level EL Coordinator. Data will be reviewed and the student will work with the coordinator to create a plan of action and next steps, in order to facilitate and expedite their reclassification. If the student also has an IEP, the on-site special education professional will work with the coordinator to review language and ELD goals, and determine appropriate instructional modifications and supports.

In addition to the above-mentioned supports, MPS schools will focus on the following universal strategies for improving academic outcomes for LTEL students:

11

- Ensure that students understand the reclassification process and are provided with counseling about their individual data.
- Provide additional tutoring to help students understand their assignments, clarify notes, review concepts taught in class, and prepare for tests.
- Emphasize a school-wide focus on study skills and academic vocabulary (for example, universal note-taking strategies, Word of the We
- ek, etc.).
- Provide frequent "check-ins" with students to ensure that they do not have questions or concerns.
- Incorporate relevant texts that affirm and allow students to make connections to their diverse cultures.
- Encourage participation in school clubs, sports, and events.
- Ensure that students have a safe space to relax, study, and speak with caring adults.

Pathways for Newcomers and LTELs will be evaluated by the MPS EL Coordinator every semester to determine whether or not adjustments need to be made and to ensure that both groups are making adequate progress.

F. Monitoring English Learner Progress

English Learners at MPS schools are monitored through ELD portfolios, which are maintained by the on-site EL Coordinator. ELD portfolios will contain the following documents:
- Copy of the most recent ELP exam scores
- Copy of the most recent MAP & SBAC scores
- Record of the most recent semester grade in ELA, and any notes/observations from the teacher
- Interim assessment scores
- Progress Monitoring Chart
- Writing work samples (for example, copies of reports, essays, journals, etc.)
- "My Road to Reclassification" document (allows students to independently track their progress)
- Action plans and goals

Supplemental templates and monitoring documents are available to all site-level coordinators in a shared Google folder. Additional monitoring forms and evidence may be added as needed to improve monitoring and outcomes.

Schedule for progress monitoring:

Weekly/Bi-weekly	Monthly	Annually
● Core teachers review current class grades and notify parents of ELs if their child is	● Portfolio maintenance: Relevant scores, assessments, and work samples are	● January/February: Data for reclassified students is reviewed and updated in a

12

failing. ● School staff reviews and discusses relevant student data (during staff meetings, department meetings, etc.).	collected and updated in each EL student's ELD portfolio. ● Teachers and site-level coordinators notify parents of EL students who are not making adequate progress towards proficiency.	spreadsheet maintained by the dean of academics and site-level coordinator.

G. Reclassification of English Learners

MPS uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: English language proficiency assessment, comparison of performance in basic skills, teacher evaluation, and input from parents. All reclassification criteria must be met and maintained within the current academic year. The established criteria for reclassification are as follows:

	Grades K-5	*Grades 6-12*
English Language Proficiency Assessment	ELPAC: Overall score of 4 with a <mark>minimum score of 3 in each domain</mark>.	
Basic Skills Assessment	NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:	

Grades K-5:

	Fall	Winter	Spring
Gr. 1	167	170	173
Gr. 2	173	176	179
Gr. 3	179	187	191
Gr. 4	191	197	200
Gr. 5	197	202	204

Grades 6-12:

	Fall	Winter	Spring
Gr. 6	200	204	206
Gr. 7	205	208	210
Gr. 8	208	211	212
Gr. 9	211	213	215
Gr. 10	214	216	218
Gr. 11	217	219	221
Gr. 12	220	222	224

13

	~OR~
	SBAC: ELA/Literacy score of 2 (Nearly Met) or above
Teacher Evaluation	Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
Parent Consultation	Parent/Guardian agrees with the recommendation to reclassify. Each school will send home a notification informing parents of their child's eligibility to reclassify. If a parent contests reclassification, they will have 14 days to respond to the school using a form provided by the school site.

The date of this letter will be the official date of reclassification used for the SELA report and CALPADS reporting. |

Reclassified students are monitored for a period of four years by on-site ELD Coordinators. This is done to ensure that they have not been redesignated too early, and that they are successfully participating in the academic program without incurring deficits. Deans and coordinators monitor reclassified students' academic progress annually by reviewing benchmark scores, MAP and SBAC scores, and ELA grades. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring, counseling, and enrichment classes. The MPS EL Coordinator will follow up with each school to ensure that monitoring is taking place, and will assist the school with action planning for those students who are not making adequate progress.

H. Staff Qualifications and Professional Development Plan
The teachers and staff at MPS understand that all stakeholders need to work collaboratively to help improve learning outcomes and academic achievement for ELs. They also understand that ELs need access to challenging academic content through appropriately differentiated and scaffolded instruction. In order to facilitate rigorous ELD instruction, the following staff qualifications and plans for professional development are in place at MPS:

Staff Qualifications: All MPS teachers providing academic instruction to EL students will hold a CLAD/BCLAD credential or other approvable CCTC certification authorizing them to teach English Language Learners. Outlined below are the duties of teachers, site-level EL Coordinators, and the MPS EL Coordinator.

MPS teachers will:
- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.

14

- Provide daily integrated ELD instruction during core classes, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Provide daily designated ELD instruction during a protected block of time during the school day, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Attend all professional development and professional learning community sessions.
- Consistently monitor student progress on a weekly basis to ensure that EL students are making adequate progress towards proficiency and follow appropriate protocol if a student is falling behind.
- Maintain contact with the students' families and keep them updated on their child's progress.
- Work collaboratively with other staff members to encourage ELs and ensure that they have the tools and resources needed to be successful.

MPS ELD Teachers will do all of the above and:
- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.
- Provide a safe, enriching learning environment for ELs, with ample opportunities to practice language acquisition.
- Use the prescribed, standards-based, state-approved curriculum to instruct ELs.
- Differentiate instruction based on ELD level and grade level.
- Provide opportunities for ELs to practice all four domains in each class period.
- Utilize supplemental resources to provide additional support.
- Create structured and predictable classroom routines.
- Create weekly lesson plans aligned to the ELD standards.

MPS Site-Level EL Coordinators will:
- Conduct classroom observations on a weekly basis to ensure integrated and designated ELD is occurring in all classrooms with ELs.
- Present an ELD strategy to teachers during weekly staff meetings.
- Create and maintain an ELD portfolio for each EL student to monitor and showcase progress.
- Regularly communicate with staff regarding the progress of ELs.
- Communicate on a regular basis with the MPS EL Coordinator and implement all updates and compliance requests in a timely manner.
- Participate in monthly meetings with school leadership regarding the needs of ELs (for example, plan strategies for professional development, provide insight from classroom observations, discuss data, and recommend resources).
- Attend professional development relevant to ELs and share strategies and resources with teachers.

The MPS EL Coordinator will:

15

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on effective ELD strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students, and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Oversee the Title III improvement plan, and any other Title III requirements.
- Attend EL-related professional development and share resources with teachers and school leaders.

Although the EL Coordinator's primary duty will be to provide the supplemental services outlined above, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs.
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs.
- The consortium EL Coordinator will conduct regular classroom walk-throughs to ensure program fidelity.
- The consortium EL Coordinator will support teachers with progress monitoring of ELs and provide a framework for progress monitoring.

==Professional Development Plan:== ==Professional development for teachers of English Learners will be extensive and ongoing at Magnolia Public Schools. Professional development specific to ELs will endeavor to improve ELD instruction, facilitate the ability of teachers and school leaders to successfully implement the EL program, and help improve English language proficiency and subject matter knowledge of ELs. For the 2018-2019 academic year, effective professional development will include:==

- ==An ELD workshop for teachers at the MPS Summer In-Service.==
- ==An overview of the EL Master Plan, including program placement, progress monitoring,==

16

and reclassification, presented to all MPS schools.
- Sessions dedicated to English Language Development (ELD) training for teachers at each MPS Teacher Symposium (Winter and Spring).
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- All core teachers will attend at least one third-party ELD training (this may be done off or on site...for example, attend a workshop offered by the county office, or hire a consultant to present to the staff on site).
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education, and share resources and information with teachers and school leaders.
- When possible, site-level EL Coordinators will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) trainings/meetings for the site-level EL Coordinators. These meetings will review ELD strategies, best practices, an assessment of EL data at each school site, and evaluate the effectiveness of the EL program.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- The MPS EL Coordinator and MPS Student Services director will provide resources to help teachers and school leaders support dually identified students.

I. English Learner Advisory Committee

At MPS, all schools meeting the English Learner Advisory Committee (ELAC) requirements host meetings regularly throughout the school year. ELAC requirements are as follows:

Any school site with 21 or more English Learners must have a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:
- Parent members are elected by parents or guardians of ELs.
- Parents of ELs make up at least the same percentage of the committee membership as their children represent the student body.
- The ELAC will be responsible for assisting in the development of the schoolwide needs assessment, as well as helping to make parents aware of the importance of regular school attendance.
- The ELAC will advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council for consideration of inclusion in the LCAP.

Purpose of the ELAC:

17

The following tasks are included in the function of every school's ELAC. They are:
- Advise the school principal and staff on the development of the LCAP.
- Advise the School Site Council on the school's program and goals for ELs.
- Conduct a school needs assessment for the school's program/services for ELs.
- Review and discuss ELPAC and reclassification data.
- Assist in making parents aware of the importance of regular school attendance.

The ELAC shall be responsible for the following tasks (from the California Department of Education):

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the LCAP (formerly SPSA).
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Sample calendar for ELAC Meetings:

September/October	November/December	January/February	March/April
-Elect members -Review purpose of ELAC -Provide training and materials -Review most recent ELPAC and reclassification data -Review EL program and reclassification criteria	-Advise principal and staff/SSC on recommendations for LCAP -Review importance of regular school attendance	-Language Census review -Discuss and review progress monitoring for ELs	-Conduct a school needs assessment -Revisit recommendations for upcoming AY's LCAP

J. English Language Development Program Evaluation

In order to ensure that the appropriate modifications and improvements are made regularly to our ELD program, a comprehensive program evaluation will be completed twice per year by school leaders and ELD Coordinators. This is in addition to feedback provided by teachers and parents (ELAC). The first program evaluation will be conducted in December (mid academic year), and the second evaluation will be conducted at the end of the academic year. The MPS EL Coordinator will use this feedback to make program improvements and address concerns and areas of need. The program evaluations will take place during leadership meetings and ELC meetings at the home office. Evaluation documents will be maintained in the ELC's Google Drive.

18

Updated on 6/3/19

The MPS EL Master Plan will be maintained in Google Drive and may be modified throughout the year. The MPS EL Coordinator will inform schools if any changes are made. If major program changes are made, the master plan will be re-submitted to the MPS Board for review.

19

Cover Sheet

Approval 2019-20 MPS Student/Parent Handbook

Section: II. Consent Item
Item: C. Approval 2019-20 MPS Student/Parent Handbook
Purpose: Vote
Submitted by:
Related Material: II C Student Handbook 2019-20.pdf

Board Agenda Item #	Agenda # II C- Consent Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the 2019-20 Student/Parent Handbook

This item has been recommended for approval by the Academic Committee on May 15, 2019.

Proposed Board Recommendation

I move that the board approve the 2019-20 Student/Parent Handbook.

Background

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

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

Traditionally, Chief Accountability Officer (CAO) trains MPS school site administrators on changes made to the handbook during the summer training and at monthly academies throughout the year. CAO, working with the Chief

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

Academic Officer and the Director of Student Services, also facilitates discussion during those meetings and collects feedback on our policies in order to finalize the following year's handbook.

Attached are the two versions of the proposed 2018-19 Student/Parent handbook: a clean one and a yellow-highlighted one which shows changes made. Following is a list of modifications made in the 2019-20 Student/Parent Handbook.

Page #	Modification
15	Added language to "specific course requirements" to state that MPS adopts all options approved for meeting UC's minimum "a-g" subject requirements, including approved "a-g" high school courses, ACT/SAT examination, AP or IB examination, and U.S. regionally accredited college/university courses (in person or online) as well as validation of coursework as described by the UC. MPS will continue to adapt to any changes in UC subject requirements.
15	Added language about the "Golden State Seal Merit Diploma" & the "State Seal of Biliteracy."
16	Added a-g "science requirement" as the UCs made recent changes to it.
18	Added reference to the new "MPS Dual and Concurrent Enrollment" policy and form.
19	Inclement weather and car trouble excuses were counted as unexcused for being absent/tardy; these two excuses are removed from the unexcused list and left to the discretion of the school administration on a case by case basis.
20	Following bolded words are added to the following statement to make the language more clear: After twenty (20) unexcused absences/tardies **within the school year**, the student will not be allowed to walk on stage for promotion/graduation **as well as participate in any culminating activities, i.e., prom or graduation night.**
21	Truancy letter signature requirement is removed. After Truancy Letter #3 parent will be invited to attend a presentation regarding chronic absenteeism. Old language invited them to attend an evening assembly.
23	The language "Students will not be allowed to enter the school if they are not wearing the proper uniform" has been removed.
24	Points have been removed from positive/negative rewards.
24	MTSS/PBIS language has been added.
55-56	"Use of Security Cameras" policy has been added.
74-80	UCP has been updated and a notice has been added per direction from the CMP audit.

Budget Implications : N/A

General Counsel: P. Ontiveros has reviewed the 2019-20 student parent handbook as revised by Staff and

Young Minney & Corr. He finds it acceptable and in accordance with his understanding of applicable law.

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

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

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):
▪ MPS Student-Parent Handbook_2018-19

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

Magnolia Public Schools

Student/Parent
Handbook
2019-20

Magnolia Public Schools

250 E. 1st St., Ste. 1500

Los Angeles, CA 90012

Tel: (213) 628-3634

Fax: (714) 362-9588

www.magnoliapublicschools.org

Dear Parents and Students,

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

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

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

Sincerely,

MPS Administration

M a g n o l i a   P u b l i c   S c h o o l s

The Vision

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

The Mission

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

Core Values

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

- *Excellence*

- *Innovation*

- *Connection*

Locations

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

3

Table of Contents

MPS Student/Parent Handbook | 2019-20

EQUAL OPPORTUNITY & NON- DISCRIMINATION STATEMENT

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

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

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

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

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

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

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

PUPIL RECORDS, INCLUDING CHALLENGES AND DIRECTORY INFORMATION

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

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

5

MPS Student/Parent Handbook | 2019-20

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

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

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

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

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

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

    Note that MPS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

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

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

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

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;

2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. MPS will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, MPS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to the procedures outlined here and more completely in the full policy;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

5. Organizations conducting certain studies for the MPS in accordance with 20 U.S.C. § 1232g(b)(1)(F);

6. Accrediting organizations in order to carry out their accrediting functions;

7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to

6

MPS Student/Parent Handbook   2019-20

notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

9. Persons who need to know in cases of health and safety emergencies;

10. State and local authorities, within a juvenile justice system, pursuant to specific State law;

11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by MPS for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by MPS; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by MPS with respect to that alleged crime or offense. MPS may disclose the final results of the disciplinary proceeding, regardless of whether MPS concluded a violation was committed.

Directory Information

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

1. Student's name

2. Student's address

3. Parent's/guardian's address

4. Telephone listing

5. Student's electronic mail address

6. Parent's/guardian's electronic mail address

7. Photograph

8. Date and place of birth

9. Dates of attendance

10. Grade level

11. Weight and height of members of athletic teams

12. Degrees, honors, and awards received

13. The most recent educational agency or institution attended

14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

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

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

RIGHTS AND RESPONSIBILITIES

Effective Communication:

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

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

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

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

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

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

If parent feels there is a concern they should:

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

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

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

7

MPS Student/Parent Handbook   2019-20

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

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

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner. Please see the "Conditions for Classroom and School Visitation, Shadowing, and Removal Policy" under the section titled "Visitors" in this Handbook.

Students' Rights and Responsibilities:

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

Parents' Rights and Responsibilities:

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

- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

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

Administrators' Rights and Responsibilities:

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

8

MPS Student/Parent Handbook   2019-20

POLICIES AND PROCEDURES

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

I.   ACADEMIC POLICIES

A.   GENERAL GUIDELINES

CAASPP Opt Out:

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

Child Find and Section 504:

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

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

Math Placement:

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

Grading:

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

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

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

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

Extra Credit:

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

9

MPS Student/Parent Handbook   2019-20

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

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

Homework:

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

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

Final Assessments/Exams:

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

Make-up Procedures - Incomplete Grades:

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

Course Withdrawals:

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

Class Change:

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

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

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

10

MPS Student/Parent Handbook   2019-20

B. ELEMENTARY SCHOOL GRADING SYSTEM

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

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

Elementary School Grade Retention/Promotion:

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

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

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

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

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

Report Cards:

Student report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and informal. Report cards are one of several ways to keep parents informed about student performance and to ensure that data collection is regular and consistent. Report cards reflect student achievement toward state standards, and summarize narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with explanations designed to help students and parents interpret their relationship to other assessments.

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

Ongoing communication between teachers, parents, and students is an essential component of MPS. MPS' school information system provides a very effective online communication tool for teachers, students and parents for course material, homework assignments, projects, course grade statistics and records of student grades. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly. Parents can

11

MPS Student/Parent Handbook   2019-20

conference with teachers on an informal basis as needed, and on a formal basis at least twice (2) a year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open Houses also take place each year to provide parents with information about the Charter School's programs.

C.   MIDDLE & HIGH SCHOOL GRADING SYSTEMS

Grading Scale:

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

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

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

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

Assignment Grades:

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

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

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

Standards-Based Grading (SBG):

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

No "D" Policy:

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

[For High School Only] The "No D Policy" applies to all students in grades 9-12 effective of 2012-13 school year. Students who have earned credits at MPS with a "D" grade prior to 2012-13 school year will keep their credits and do not have to make up credits for

12

MPS Student/Parent Handbook   2019-20

any previously passed course at MPS. Also courses transferred from another accredited school will appear on student's transcript as they are and "D" will be accepted as a passing grade for all transferred courses. Therefore, the "No D Policy" does not negatively impact graduation.

Determining Final Grades:

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

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

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

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

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

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

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

Honor Roll/High Honor Roll:

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

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

Grade requirement for school team participation:

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

Middle School Grade Promotion:

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

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

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

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

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

13

MPS Student/Parent Handbook

2019-20

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

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

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

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

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

The following middle school courses have been identified for high school credit: Mathematics (Algebra 1, Geometry, Integrated Mathematics I, and other high school level mathematics courses), Computers & Technology (approved high-school level courses), and Language Other Than English (LOTE). For middle school LOTE course(s), one year of high school credit will be given for each different language if students demonstrate proficiency by passing those courses or a LOTE proficiency test provided by the School. Again, middle school courses must be comparable in content to courses offered at the high school level. Magnolia Public Schools Home Office ("Home Office") has the final authority to decide which middle school courses will be counted toward graduation.

D. HIGH SCHOOL GRADUATION REQUIREMENTS

High School Grade Promotion:

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

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

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

Minimum required credits:

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

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

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

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

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

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

14

MPS Student/Parent Handbook   2019-20

Graduation: MPS believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences.

Students must meet the following requirements to graduate from MPS:

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

Specific Course Requirements: MPS meets and exceeds the admission requirements of all four-year universities including University of California ("UC"). MPS adopts all options approved for meeting UC's minimum "a-g" subject requirements, including approved "a-g" high school courses, ACT/SAT examination, AP or IB examination, and U.S. regionally accredited college/university courses (in person or online) as well as validation of coursework as described by the UC. MPS will continue to adapt to any changes in UC subject requirements. The following table lists courses required in order to graduate from MPS.

Diploma Types: MPS offers three different high school diploma types: *Standard (S), Advanced (A), and Honors (H).* Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements.

The "Golden State Seal Merit Diploma" & "The State Seal of Biliteracy"

As directed and described by the CDE, MPS will award eligible graduates the "Golden State Seal Merit Diploma" (GSSMD) and the "State Seal of Biliteracy" (SSB) by affixing the "Golden State Seal" and the "State Seal of Biliteracy" to their high school diplomas. GSSMD is a recognition of graduates who have demonstrated mastery of the high school curriculum in at least six subject areas, four of which are English language arts, mathematics, science, and U.S. history, with the remaining two subject areas selected by the student. SSB is recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

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

15

MPS Student/Parent Handbook   2019-20

Math Requirement: MPS math requirements are threefold:

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

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

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

Science Requirement: Two years of college-preparatory laboratory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics is required. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Computer Science, Engineering, Applied Science courses can be used in area "d" as an additional laboratory science (i.e., third year and beyond).

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

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

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

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

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

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

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

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

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

- Assessment by a recognized test or University – Earning a satisfactory score on a SAT Subject, AP or IB exam, or a proficiency test administered by a UC campus or other university can demonstrate a student's proficiency in a LOTE. Most language departments at universities will conduct an assessment and issue a statement of competency on official letterhead serving as certification.

- Certification by high school principal – In cases where the options above are not available, certification by the high school principal is acceptable. Principals should develop and maintain clear standards for providing this certification. Certification should be based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency, or other appropriate sources of expertise. The principal notes the certification of competency on the student's transcript with the language and level of proficiency.

16

MPS Student/Parent Handbook   2019-20

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17

MPS Student/Parent Handbook   2019-20

point on the high school transcript and included in cumulative GPA calculations.

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

==Please see your high school college counselor for further details and a copy of the MPS Dual and Concurrent Enrollment Policy and Form.==

Counseling programs:

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

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

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

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

Academic Development

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

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

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

Career Development

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

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

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

Personal/Social Development

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

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

Standard C: Students will understand safety and survival skills.

PSAT/NMSQT Tests &Applications:

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

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

The PSAT/NMSQT measures:

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

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

Cal Grant program for College

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

In order to assist students to apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission ("CASC") electronically by a school or Home Office official. A student, or the parent/guardian

18

MPS Student/Parent Handbook   2019-20

of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA will be sent to CASC by October 1. The Cal Grant application submission deadline is October 1 of the grade 12 year.

E. ATTENDANCE

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

<mark>Excused Absences/Tardies for Classroom Based Attendance</mark>

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

A student's absence shall be excused for the following reasons:
1. Personal illness;
2. Quarantine under the direction of a county or city health officer; communicable diseases exclusion
3. Professional appointments such as medical, dental, optometric, or chiropractic appointments:
    a. Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.
4. Attendance at funeral services for a member of the immediate family:
    a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
    b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living

in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with MPS policy:
    a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:
1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester;
5. Attendance at the pupil's naturalization ceremony to become a United States citizen;
6. Attendance at legal/immigration meeting, appointment or interview
7. Attendance at an employment conference;
8. Take Our Daughters and Sons to Work Day.

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

Unexcused Absences/Tardies for Classroom Based Attendance

Students will be marked unexcused if they:

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

Method of Verification

19

MPS Student/Parent Handbook   2019-20

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

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

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

Students that arrive to school late must report to the main office when he or she arrives. If the student fails to do this, he or she will receive an unexcused tardy. If the student fails to present a satisfactory explanation verifying the reason for the tardy, he or

she will receive an unexcused tardy. The student will be given a "late slip" from office staff to be admitted to class.

Extracurricular Activities

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

Make up Work for Excused Absences

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

Independent Study Policy

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

Unexcused Absences/Truancy for Classroom Based Attendance

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

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

MPS Student/Parent Handbook   2019-20

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

PROCESS FOR UPHOLDING THE ATTENDANCE POLICY

First Day of School Process:

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

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

Truancy Process:

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the MPS Principal or designee. The student's classroom teacher may also call home.

2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the MPS Principal or designee. In addition, the student's classroom teacher may also call home and/or MPS may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1" from MPS. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching seven (7) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, MPS will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unexcused absences or unexcused tardies over 30 minutes, the student will be referred to a Student Support and Progress Team (SSPT) and the MPS Attendance Review Team (SART). In addition, the parent/guardian will receive a "Habitual Truancy Re-classification Letter #3," and will be asked/invited to attend a presentation regarding chronic absenteeism.

Student Attendance Review Team (SART)

5. The SART panel can include, but is not limited to, the following school members: School Administrators, School Psychologist, Counselor, Nurse, Psychiatric Social Worker, Attendance Clerk, Intervention Teacher(s), MPS Director of Student Services or designee, PSAC or designee. The panel may be composed of any individual who is working with the family and has a viable interest in the student's school attendance. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
   a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
   b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or

21

MPS Student/Parent Handbook   2019-20

face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
  i. Parent/guardian to attend school with the child for one (1) day
  ii. Student retention
  iii. After school detention program
  iv. Required school counseling
  v. Loss of field trip privileges
  vi. Loss of school store privileges
  vii. Loss of school event privileges
  viii. Required remediation plan as set by the SART
  ix. Notification to the District Attorney
c. The SART panel may discuss other school placement options.
d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

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

Removal from Charter School

If, after the above procedures have been followed, the student continues to have unexcused absences or tardies, the parent/guardian may receive notice that the student is in in violation of the SART contract. The student will then be required to appear before the SART panel again to discuss the unexcused

absences or tardies. After such meeting, or after reasonable attempts by the SART panel to schedule the meeting if the parent/guardian is nonresponsive, the SART panel may recommend that the student be deemed to have voluntarily disenrolled from MPS. The parent will receive written notice of the SART panel's recommendation.

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

Referral to Appropriate Agencies or County District Attorney:

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

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

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

Reports

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

22

MPS Student/Parent Handbook

2019-20

II.   DISCIPLINE POLICIES

Magnolia Public Schools Student Code of Conduct:

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

Uniform and Personal Appearance:

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for "free dress days".

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

A.   EXPECTED STUDENT BEHAVIOR

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

Breakfast/Lunch Time:

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

On Campus:

Students must:
- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular

phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission).
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that **no electronic devices** may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

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

Field Trips:

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

Public areas: Hallways, Lunchroom & Restrooms:

Hallways, Lunchroom and Restrooms are areas used by all members of School. Students must:
- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.

23

MPS Student/Parent Handbook 2019-20

- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills:

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

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

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

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

B.   SIS BEHAVIOR RECORDS

Student behavior will be recorded on SIS and students will receive the following rewards or consequences based on their behavior entries.

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

rewards, and consequences addressing local needs.

Positive Rewards:
• Contact parent/guardian
• Lunch speed pass
• Treat
• One day free dress (pass will be given)
• Extended lunch period
• Two-day free dress (pass will be given)
• VIP breakfast
• Entered in a raffle
• Free dress – every Friday for one   month (pass will be given)
• VIP lunch and "Race to the Top"

Negative Consequences:
• Contact parent/guardian
• Loss of privileges
• Parent/guardian conference
• Behavior plan and lunch reflection
• Shadowed by parent/guardian for a day and one hour after school reflection
• Student improvement team
• Pending Reflection Committee outcome
• Reflective hearing with Reflection Committee, parent/guardian and student

C.   MULTI-TIERED SYSTEM OF RESPONSE TO BEHAVIOR

MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all stakeholders.

All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted

24

MPS Student/Parent Handbook

2019-20

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

<mark>The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS' system of response to behavior.</mark>

25

Multi-Tiered System of Response to Behavior

Tier 3

Targeted/ Intensive

High-Risk Students
Individual Interventions
(3-5% of Students)
See Categorical Offenses

Tier 2

Selected

At- Risk Students
Small Groups and Individual Strategies
(10-25% of Students)

Tier 1

Universal

(All Students)
School/Class-wide Systems of Support
(75-90% of Students)

26

MPS Student/Parent Handbook

2019-20

Universal

Examples of Classroom, Support and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

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

27

MPS Student/Parent Handbook

2019-20

Selected

Examples of Support, Removal and Administrative Responses
These responses engage the students's support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

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

28

MPS Student/Parent Handbook

2019-20

Targeted/Intensive

**Examples of support, removal and
School Site Administrators and Home Office Responses.**
These responses address serious behavior and potential implications
for future harm. They promote safety of the school community and
should be used in a progressive fashion.

See Categorical Offenses

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

29

MPS Student/Parent Handbook   2019-20

Infractions Explained:

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

Assaulting, Fighting and/or Arranging Fights

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

Bringing / Using Electronic Devices

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

Scholastic Dishonesty

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

Texting/Sexting

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

Disrupting Learning

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

Horseplay

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

Violating Uniform Policy

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

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

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

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

False Fire Alarms

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

Forgery of Signatures

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

Vulgarity, Profanity and Obscenity

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

Bullying & Cyber Bullying

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

30

MPS Student/Parent Handbook   2019-20

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

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

Each MPS student agrees to:

• Value student differences and treat others with respect.

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

Harassment of Students, Teachers, Administrators, or Staff

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

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

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

Behaving Disrespectfully towards Teachers or Staff

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

Student Hazing

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

Smoking or Use of Other Tobacco Products

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

Stealing and/or Vandalizing School/Private Property & Graffiti

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

No Permanent markers or aerosol cans are allowed at school.

Displaying Threatening Behavior

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

Bringing Weapon in School

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

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

Possession or Use of Fireworks

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

Gang and Secret Society Symbols

31

MPS Student/Parent Handbook

2019-20

Disruption and/or intimidation caused by the wearing of any type of clothing, accessories, hair style, or by writing of any signs identified as or associated with gangs. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented. Students may not promise to become or be members of a gang, secret society, illegal club, sorority or fraternity.

Arson
Intentionally starting any fire or combustion on school property

Public Display of Affection
Public displays of affection are not allowed.

Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules
Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to discipline.

Students with an IEP:

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

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

D. SUSPENSION AND EXPULSION PROCEDURES

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

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

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

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

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

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

Positive Consequences

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

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

MPS Student/Parent Handbook   2019-20

- Positive SIS points

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

Alternatives to Suspension

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

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

Reflection:

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

In School Suspension (ISS):

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

GROUNDS FOR SUSPENSION

Jurisdiction

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

> a) while on school grounds;
>
> b) while going to or coming from school;
>
> c) during the lunch period, whether on or off the school campus; or
>
> d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.

2. Willfully used force of violence upon the person of another, except self-defense resulting in minor injury.

3. Unlawfully possessed, used, sold or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

4. Unlawfully under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

6. Committed or attempted to commit robbery or extortion.

7. Caused or attempted to cause damage to school property or private property resulting in negligible loss.

8. Stole or attempted to steal school property or private property.

9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature

33

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

10. Committed an obscene act or engaged in habitual profanity or vulgarity.

11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

13. Knowingly received stolen school property or private property.

14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

       i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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

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

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

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

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

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

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

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

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

iii.   An act of cyber sexual bullying.

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

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

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

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

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

Mandatory Suspension Offenses

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

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

35

MPS Student/Parent Handbook   2019-20

2. Brandishing a knife at another person. E.C. 48915(c)(2)

3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)

4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)

5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

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

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

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

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

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request

that the parent/guardian respond to such requests without delay.

Suspension Time Limits

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

Suspension Appeals

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

- Uphold the suspension

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

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

Recommendation for Placement/Expulsion

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

36

MPS Student/Parent Handbook   2019-20

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

Access to Education

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

GROUNDS FOR EXPULSION

Jurisdiction

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

> a) while on school grounds;
>
> b) while going to or coming from school;
>
> c) during the lunch period, whether on or off the school campus; or
>
> d) during, going to, or coming from a school-sponsored activity.

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

Expulsion (Discretionary Offenses)

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.

2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.

3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

4. Unlawfully under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

6. Committed or attempted to commit robbery or extortion in excess of $1,000.

7. Caused or attempted to cause damage to school property or private property in excess of $1,000.

8. Stole or attempted to steal school property or private property in excess of $1,000.

9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

10. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

11. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

14. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

15. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even

37

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

16. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

17. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

18. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

       i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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

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

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

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

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

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

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

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

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

       iii. An act of cyber sexual bullying.

          (a) For purposes of this clause, "cyber sexual bullying" means

38

MPS Student/Parent Handbook

2019-20

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

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

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

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

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

Expulsion (Mandatory Offenses)

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

2. Brandishing a knife at another person. E.C. 48915(c)(2)

3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)

4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)

5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

39

MPS Student/Parent Handbook   2019-20

EXPULSION PROCEDURES

Authority to Expel

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

Expulsion Hearing

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

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

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

1. The date and place of the expulsion hearing;

2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of MPS' disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential.   Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial

40

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

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

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

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

Record of Expulsion Hearing

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

Presentation of Evidence

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

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

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

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

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

Written Notice to Expel

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

1. Notice of the specific offense committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS

3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

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

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

Disciplinary Records

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

Expulsion Appeals

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

MPS Student/Parent Handbook   2019-20

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

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

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

Interim Placement

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

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

ADDITIONAL PROVISIONS

Bullying

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

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/ Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
   b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
   a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
   b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
   c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of

42

MPS Student/Parent Handbook   2019-20

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

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

4. Due Process Appeals

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

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

5. Special Circumstances

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

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:
   a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
   b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
   c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

Required Notification

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

43

MPS Student/Parent Handbook   2019-20

GENERAL POLICIES

A.   SCHOOL ACTIVITIES

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

Athletic Activities:

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

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

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

Field Trips:

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

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

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

Academic Tutoring Program:

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

After School Activities:

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

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

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

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

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

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

POLICY REGARDING STUDENTS LEFT ON CAMPUS AFTER SCHOOL HOURS

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

44

MPS Student/Parent Handbook   2019-20

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

1. Notify the principal or designee immediately.

2. Attempt to reach parents/guardians through the phone number provided to the School by parents/guardians at the beginning of the year. This may include contacting any emergency contact(s) listed for the student.

3. If a staff person becomes aware a child is on campus more than ten minutes after dismissal of the regular school day or after school activity, the staff person or another employee will remain on site until an adult, including but not limited to an emergency contact, police officer, or social worker, retrieves the student.

4. Notify the principal or designee after the ten (10) minutes after dismissal has passed if there is a possibility that law enforcement may be called to assist the student.

5. As a last resort, contact law enforcement and/or child welfare services who may remove the student and may assume responsibility for the student until the parent/guardian retrieves the student.

6. In cases of repeated incidents where parents/guardians have been late in picking up their child, notify the parents/guardians in writing of parental responsibilities and consequences for their child. A consequence may include: refusal to allow the student to attend after school programs if the parent is repeatedly late in retrieving the child.

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

B. ILLNESS, INJURY, AND MEDICATION POLICIES

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

Illness or Injury during the school day:

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

Illness at Home:

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

Medications:

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

Epinephrine Auto-Injectors:

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

45

MPS Student/Parent Handbook   2019-20

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

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

Contagious Diseases:

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

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

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

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

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

Suicide Prevention:

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

C. PARENTAL INVOLVEMENT AND SUPPORT

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

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

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

E. HOME VISITS
* Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students. MPS teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family

46

MPS Student/Parent Handbook   2019-20

visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

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

F.   CONTACTING YOUR CHILD DURING SCHOOL HOURS

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

G.   VOLUNTEER, VISITATION, SHADOWING, AND REMOVAL POLICY

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

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

Volunteering Categories and Application Process

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

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

B.   Single Event Volunteers ("SE-Volunteers")
   a.   Who are SE-Volunteers: These are volunteers that would like to volunteer at MPS for a one (1) days special event or activity and have no unsupervised exposure or contact with students. Examples may include but are not limited to: guest story reader, guest speaker, senior exhibition panel member, etc.
   b.   Application Process: SE-Volunteers are not required to submit a volunteer application but must comply with the Volunteering Guidelines below and provide MPS with a valid photo I.D.

Volunteering Guidelines

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

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

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

47

MPS Student/Parent Handbook

2019-20

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

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

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

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

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

Visitation Guidelines

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

2. All visitors shall register in the main office immediately upon entering any school building or grounds when during regular school hours, including immigration enforcement officers. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys), the officer will also be asked to produce any documentation that authorizes school access. MPS shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by MPS. The MPS Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

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

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

4. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless

48

MPS Student/Parent Handbook   2019-20

permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and MPS Principal's advance written permission.

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

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

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

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

9. Any visitor who is denied registration or has his/her registration revoked may request a conference with the MPS Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the MPS Principal with fourteen (14) days of the denial or revocation of consent. The MPS Principal shall promptly mail a written notice of the date, time, and

place of the conference to the person who requested the conference. A conference with the MPS Principal shall be held within seven (7) days after the MPS Principal receives the request. If no resolution can be agreed upon, the MPS Principal shall forward notice of the complaint to the MPS Board of Directors. The MPS Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.

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

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

Shadowing Guidelines

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

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

49

MPS Student/Parent Handbook   2019-20

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

Penalties

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

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

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

H.   SCHOOL INFORMATION SYSTEM

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

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

I.   PHONE USE

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

J.   NEWSLETTER

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

K.   ELECTRONIC DEVICES

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

- From the moment a student arrives on campus to the time that the student leaves the campus, the power of the electronic device must be turned off and all devices are to be out of sight, secure with the student's belongings in a backpack or purse. The duration of the non-permitted use includes before school on school grounds, instructional time, passing periods, lunch time, and tutoring. At no time, shall the educational program or school activity be interrupted.

- The school is not liable if such devices are damaged, lost or stolen. The use of these devices or their ringing/vibrating during school time will be considered a disruption of school activities and subject to disciplinary action which will include confiscation and discipline entry.

- All confiscated devices will be returned to the parent/guardian accompanied by the student at the end of the school day.

L.   LOST AND FOUND

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

M.   PE LOCKERS

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

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

N.   TEXTBOOKS

Textbooks and workbooks are issued at teacher's discretion. Students may be assigned a set of textbooks in addition to a classroom set. Students are responsible for the care of all textbooks and workbooks. Books are to be returned to the school in

50

MPS Student/Parent Handbook   2019-20

good condition at the end of the school year or at the time a student transfers out to another school.

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

O. MEAL PROGRAM

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

P. EARTHQUAKE AND MAJOR DISASTER PROCEDURES

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

Q. STUDENT TRANSFER

- Any student transferring out of Magnolia Public Schools must complete the "Student Transfer Form" which can be obtained from the main office. The form must be completed prior to a student transferring. It is the parent/guardian's responsibility to complete the form. The school is not responsible for having it completed.
- It is the student's parent(s)/guardian(s) responsibility to contact the school that student will be transferring to. It is the parent's responsibility to make all necessary arrangements for a successful transfer.
- If a student will be transferring to another school for the following school year, the parent is still responsible to inform the main office before the last day of school, or last day of attendance.

- All textbooks must be turned in before the last day of attendance in order to complete a successful transfer. Parents/Guardians are responsible to pay for the loss, or willful cutting, defacing, or otherwise damaging of MPS textbooks, up to an amount not to exceed $10,000 (ten thousand dollars), adjusted annually for inflation.
- The application of these obligations are enforced notwithstanding any contrary provisions of law applicable to homeless students or foster youth,

R. HOMELESS STUDENTS

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

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

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

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

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

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

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at MPS.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs

51

MPS Student/Parent Handbook   2019-20

(including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MPS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the MPS charter, and Board policy.

7. Parents/guardians are fully informed of all transportation services, as applicable.

8. School personnel providing services receive professional development and other support;

9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

S. DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. This uniform policy will be enforced from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

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

If a student is unable to wear the school uniform to school due to extenuating circumstances, communicate with the school administration to obtain written permission.

Free Dress & Theme Dress Days Code:

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

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

52

MPS Student/Parent Handbook   2019-20

MPS STUDENT UNIFORM POLICY

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

53

MPS Student/Parent Handbook   2019-20

		Jewelry and Accessories/Cosmetics:

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

54

MPS Student/Parent Handbook   2019-20

USE OF SECURITY CAMERAS AT MAGNOLIA PUBLIC SCHOOLS

The Board of Directors ("Board") of Magnolia Public Schools ("MPS" or the "School") recognizes the value in protecting the health, safety, and welfare of students and staff, and in protecting the community's investment in School owned or leased property and facilities. Upon carefully weighing the privacy rights of students and staff against MPS' duty to provide a safe, secure, and orderly learning and work environment, the Board has resolved to authorize the limited use of security cameras at MPS schools, in school buildings, and upon school grounds pursuant to the following restrictions:

Security Monitoring System

1. "Security Monitoring System" refers to the School's network of security cameras, equipment, and recorded footage.

2. Security cameras may be installed in any public area within a School building and/or upon School grounds where people have no reasonable expectation of privacy including, but not limited to, in classrooms, hallways, cafeterias, libraries, computer labs, parking lots, auditoriums, break rooms, weight rooms, and gymnasiums.

3. Security cameras may not be installed in any area in which individuals possess a reasonable expectation of privacy, such as in restrooms, locker rooms, or private offices.

4. The precise location of security cameras shall be determined by MPS or by the School-site principal with the approval of the Chief Executive Officer ("CEO"). Input from staff members may be sought to determine the most beneficial locations for security cameras. A diagram showing the wiring of the local server for the security monitoring system at the school site shall be shared with the Board prior to the installation of the security monitoring system.

5. Under no circumstances shall MPS' security cameras record, or be equipped to record, audio data. Further, MPS' security cameras are not intended, and shall not be used, for viewing of live footage. Instead, security camera footage shall be recorded to a digital file. Authorized personnel may view security camera footage by accessing the pre-recorded footage saved to a digital file.

6. Security camera footage may be used as evidence in a staff or student disciplinary matter and/or to provide evidence of any unlawful activity in and around School grounds.

7. Absent a reported incident, security camera footage will be erased after thirty (30) days.

8. Under no circumstances will employees make unauthorized copies or duplicates of security camera footage.

9. Any violation of this policy may result in student discipline in accordance with the Parent Student Handbook, or employee discipline, up to and including termination, in accordance with the Employee Handbook.

10. MPS shall notify stakeholders of the use of security cameras on campus in accordance with the law and the requirements outlined in this policy.

Treatment of Recordings

Authorized Personnel

Only authorized MPS employees may access or operate the security camera system. The footage will only be reviewed by authorized employees if a safety or security incident or suspected incident or situation arises and a review of the footage is appropriate. Absent a qualifying safety or security related incident or suspected incident, the security camera footage shall not be reviewed, unless express permission to review the footage is given by the CEO or the Board President. In cases of a malfunction to the security monitoring system, the footage may be accessed to determine functionality.

Security camera footage may only be viewed in the presence of two (2) authorized persons, which shall include the Principal of the School-site and a second person authorized by the CEO. Alternately, the two (2) authorized persons may be configured as the Board President and a second person authorized by the Board President. Both authorized persons must be physically present with two (2) different unique access keys to access the footage.

Any other parties wishing to view the security camera footage shall first obtain the written consent of the CEO, and must meet the requirements of this policy, unless otherwise required by the law, or a court of competent jurisdiction.

Data Storage

Security camera footage shall be stored in a secure location and shall only be accessed by authorized personnel. Security camera footage shall be password protected/encrypted under the direction and support of the MPS IT Director. Additionally, such footage will be stored on a local wired server which will not be connected to an outside server.

Footage of incidents captured by security cameras located on school property may constitute a part of a student's educational record, subject to relevant Board policies and administrative regulations, including applicable record retention policies. Upon the report of an incident or possible incident, only those persons with a legitimate educational purpose shall be permitted to view the recordings, and these requests must be made in writing and approved by the CEO prior to the footage being viewed by such parties. In most instances, the persons with a legitimate purpose will be the CEO, School-site principal, authorized administrative staff, and

55

authorized MPS area education agency staff members.

Record Keeping

The Principal shall keep a written log of all persons who review the security camera footage at their School-site, including the date and time stamps of the footage under review, the name of the individuals viewing the footage, the date and time the footage was viewed, and the purpose for which the footage was viewed. If the content of the recording becomes the subject of a student or employee disciplinary proceeding, it may be treated like other evidence in that proceeding.

Security camera footage will be stored for thirty (30) days, unless the Principal, CEO, Board President, or other state or federal agency requests that specific footage be preserved for a longer period, in which case the applicable footage will be saved and protected with the same degree of security that other security camera footage is protected. No unauthorized copies of footage or duplicates may be made.

Parents/Guardians may request to view recordings of their children only in the event the recordings are used in disciplinary proceedings involving their children, and such requests must be made in writing by the Parent/Guardian pursuant to the School's Family Educational Rights and Privacy Act ("FERPA") Policy. Any such request shall be processed pursuant to the School's FERPA Policy and in accordance with any other applicable law. If a Parent/Guardian's request is granted, the faces of other students shown in the recording, who are not children of the requesting parent, will be removed and/or blurred out in order to protect their identities.

In the event footage is used in an employee disciplinary matter, the employee may be given access to the relevant footage at or before the time of discipline. This does not create a right of employees to access or review any other security camera footage.

Under no circumstances will the MPS' security camera footage be duplicated and removed from MPS property except in accordance with this policy, a court order, and/or a valid subpoena.

Notification

MPS shall post security camera signage at all campus and facility entrances disclosing the use of security camera equipment on the premises. Additionally, MPS Home Office shall provide the following annual written notice to students and parents at the affected school-sites:

> *Dear Students and Parents:*
>
> *This letter from Magnolia Public Schools ("MPS") is to inform you of the decision by the MPS Board of Directors to authorize the use of security cameras in public areas of your campus, including in and around School*

buildings and on School property, including inside School classrooms. The purpose of this program is to promote and maintain a safe, secure, and healthy environment for all students and staff. Private areas of campus, such as restrooms and locker rooms, will not be subject to security camera recording. Additionally, MPS will post signage indicating the areas of campus where security cameras are in use.

This notice hereby notifies students and parents that the video recordings will only be retained if necessary for use in a student disciplinary proceeding or other matters, to the extent permitted by law and as determined necessary by the MPS administration. Further, this notice hereby notifies Students and parents that the content of video recordings may be used in a student's disciplinary proceeding and may be referred to local law enforcement, as appropriate. The content of the video recordings may be a confidential student record and, if so, will be retained with other student records and will be subject to the Family Educational Rights and Privacy Act ("FERPA") requirements.

Parents/Guardians may request to view recordings of their children only in the event the recordings are used in disciplinary proceedings involving their children, and such requests must be made in writing by the Parent/Guardian pursuant to the School's FERPA Policy. Any such request shall be processed pursuant to the School's FERPA Policy and in accordance with any other applicable law. If a Parent/Guardian's request is granted, the faces of other students shown in the recording, who are not children of the requesting parent, will be removed and/or blurred out in order to protect their identities.

Security cameras will not be used to record audio, and footage will be kept private and destroyed after thirty (30) days, unless the preservation of the footage is otherwise needed as discussed above.

Tampering

Students and employees are prohibited from tampering with the MPS' security cameras, systems, and/or footage. "Tampering" includes any unauthorized use, access, or physical damage to the system caused by the student or employee. Students found in violation of this policy will be disciplined in accordance with MPS policies. Any employee found to have tampered with MPS security monitoring system may be disciplined, up to and including termination, and they may also be liable for any damage to the system.

MPS Student/Parent Handbook   2019-20

STUDENT TECHNOLOGY USE POLICY AND AGREEMENT

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

Educational Purpose

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

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

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

Notice and Use

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

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

Safety

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

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

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

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

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

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

57

MPS Student/Parent Handbook   2019-20

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

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

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

ACCEPTABLE USE AGREEMENT

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

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
   a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
   b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The

student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
   a. Playing games or online gaming.
   b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
   c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
   d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
   e. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.
   f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
   g. Participating in political activities.
   h. Conducting for-profit business.
   i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
   j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
   k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
   l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff

58

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

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the MPS student discipline policy and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

   MPS promotes the use of networked computer technology in its instructional program in order to facilitate learning and teaching. Towards this end, students may be provided with a "device" (computer, laptop / iPad / Chromebook, etc.) for educational activities at school and home. MPS will make every effort to ensure that the MPS technology services are used responsibly by students. Students are expected to act in a responsible, ethical and legal manner in accordance with this Agreement, accepted rules of network etiquette, and Federal and State law. Following are some safekeeping instructions for MPS-provided devices. As applicable, students shall:
   - Bring their MPS device to school every day, fully charged;
   - Never leave the MPS device unattended;
   - Never loan the MPS device to other individuals;
   - Know where the MPS device is at all times;

- Store the MPS device in the bag/case if provided by MPS; otherwise students are encouraged to purchase protective covers/cases for their devices;
- Store and use the device in a safe location and environment to avoid loss or damage to the device;
- Not remove the Asset Tag or other school property identifiers;
- Charge the MPS device's battery daily;
- Keep food and beverages away from the MPS device;
- Only use a soft cloth or approved screen cleaning solution to clean the screen of the device;
- Not disassemble any part of the MPS device or attempt any repairs;
- Not place decorations (such as stickers, markers, etc.) on the MPS device;
- Understand that the MPS device is subject to inspection at any time without notice and remains the property of MPS;
- Notify MPS by the next school day in the event of loss or damage to the device;
- File a police report in case of theft, vandalism, and other acts covered by MPS' insurance;
- Return the device to MPS when requested by the Technology Department for maintenance and upgrades;
- Return the MPS device and accessories upon demand, upon termination of enrollment and/or at the expiration of the school year in good working condition;
- Be aware that they may be held accountable for damage to a laptop resulting from "user abuse." Examples of "user abuse" include, but are not limited to, the following: leaving cables plugged in when storing the device in the carrying case which can cause broken connectors or ports; using the carrying case/sleeve for carrying textbooks, etc.; eating or drinking while using the device, resulting in damage to the device; storing the device for prolonged periods while in "stand by" or "sleep" mode (overheating can occur).

WAIVER OF PRIVACY RIGHTS

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

DISCLAIMER

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

59

MPS Student/Parent Handbook   2019-20

MPS guarantee the accuracy of information obtained on the Internet.

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

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

SIGNATURES

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

TITLE I INFORMATION:

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

Teacher Qualifications

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

PARENT INVOLVEMENT POLICY

I.   Introduction

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

---

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

submitted to the California Department of Education with the LEA's Consolidated Application.

II.   Involvement in Drafting the LEA Plan

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

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

III.   Involvement in School Review and Improvement

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

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

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

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

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

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

60

MPS Student/Parent Handbook   2019-20

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

➢ The reasons for the identification;

➢ An explanation of what the LEA or the CDE is doing to address the problem of low achievement;

➢ An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and

➢ As applicable, an explanation of the parents' option to transfer their child to another public school under the control of the LEA, return to their district of residence or to obtain supplemental educational services for the child.

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

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

IV.   Coordination, Technical Assistance, and Other Support

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

➢ The LEA will reserve funds to the school for parent involvement activities as required by law;

➢ The LEA (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.

➢ The LEA will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

V.   Annual Meeting

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

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

VI.   Notice

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

➢ Information about Title I, Part A programs;

➢ An explanation of the requirements of Title I, Part A programs;

➢ A description of the rights parents have for participation in Title I, Part A programs;

➢ A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy, and if applicable, the schoolwide program.

➢ A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;

➢ An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.

➢ A copy of the most current Parent Involvement Policy and a feedback form for parents to comment on its content.

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

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

VII.   Title I, Part A Program Involvement

MPS Student/Parent Handbook   2019-20

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

➢ The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.

➢ Parents not attending the Family Learning Nights will be contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.

➢ The School will publish a regular Newsletter with notification of upcoming participation opportunities.

➢ The School will create a School Site Council (SSC) where it will plan, review and improve Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan. The SSC will meet at the School and will consist of:

Category (a):

▪ The principal

▪ 4 teacher representatives selected by teachers at the school

▪ 1 other school personnel selected by peers at the school

Category (b):

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

▪ 3 students selected by students attending the school

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

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

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

➢ Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan and recommend any changes.

➢ **At least one** of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.

➢ If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within **48 hours**.

➢ If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA.

VIII.   **Building Capacity for Involvement**

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

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

➢ The LEA will encourage parents to serve on its board of directors;

➢ The LEA will seek input from the Parent/Guardian Club and the SSC on ways to assist parents to understand the Standards and Requirements.

➢ The LEA will encourage parents to serve on its board committees.

➢ The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State

62

MPS Student/Parent Handbook   2019-20

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

➢ Regular meetings will be held by the LEA at each school, at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.

➢ The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.

➢ Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

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

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

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

➢ The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.

➢ The LEA will provide annual seminars on parenting skills and parent-child communication.

➢ The school's psychologist will work with parents to better understand their children and the issues facing them.

➢ The LEA will train parents how to tutor their children in the school.

➢ Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.

➢ One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

C. Education on Parent Involvement

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

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

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

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

---

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

63

MPS Student/Parent Handbook   2019-20

> ➢ A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.

> ➢ A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

D. Other Optional Parent Participation

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

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

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

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

IX. Coordination with Other Programs

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

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

X. Annual Evaluation

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

XI. School-Parent Compact

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

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

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

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

> ➢ The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.

> ➢ The LEA will provide language translators at parent meetings to the extent practicable.

> ➢ The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.

> ➢ The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.

64

MPS Student/Parent Handbook   2019-20

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

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

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

➢ The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.

➢ Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.

➢ Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

XIII. Notices

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

➢ Annual report card;

➢ A notice regarding the professional qualifications of the student's classroom teachers;

➢ The notice regarding language instruction programs;

➢ Any other notices required by law.

XIV. Miscellaneous

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

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

SCHOOL-PARENT-STUDENT COMPACT

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

I. School Responsibilities

➢ The School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through aligned curriculum and rigorous assessment.

➢ The School will provide a variety of support programs to enhance instruction at all grade levels.

➢ The School will send frequent reports to parents on their child's progress.

➢ The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.

➢ The School will grant parents reasonable access to staff by appointment through the office.

➢ The School will provide parents with the ability to observe classroom activities by appointment through the office.

II. Parent Responsibilities

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

➢ I will take a positive and active role in supporting my student's education.

➢ I will make certain my student attends school regularly and on time.

➢ I will notify school when child is absent and provide appropriate documentation.

➢ I will ensure that my student follows the school attendance policy and dress codes.

---

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

65

MPS Student/Parent Handbook   2019-20

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

- ➤ I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- ➤ I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- ➤ I will complete and return all necessary school forms and documents on time as requested by school officials.
- ➤ I will try to volunteer at School when requested.

III.   Student Responsibilities

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

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

66

MPS Student/Parent Handbook

2019-20

INTERNAL COMPLAINT PROCEDURES

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

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

a) Internal Complaints:

(Complaints by Employees Against Employees)

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

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

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

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

b) Policy for Complaints Against Employees:

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

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

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

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

General Requirements:

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

67

MPS Student/Parent Handbook

2019-20

INTERNAL COMPLAINT PROCEDURES FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

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

_____

List any witnesses that were present:_____

_____

Where did the incident(s) occur?

_____

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

_____
_____
_____
_____
_____
_____

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

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

68

MPS Student/Parent Handbook   2019-20

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

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

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

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

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

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

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

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis

- Retaliation for reporting or threatening to report harassment

- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

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

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

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

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:

  - Rape, sexual battery, molestation or attempts to commit these assaults and

69

MPS Student/Parent Handbook   2019-20

- o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
  - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
  - o Subjecting or threats of subjecting an employee or student to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the employee's or the student's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
  - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
  - o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
  - o Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other

than restrooms or similar rooms)

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

Prohibited Bullying

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

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

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

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

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
   a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or

70

MPS Student/Parent Handbook   2019-20

more of the effects as listed in the definition of "bullying," above.

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

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

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

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

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

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

Reporting

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

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

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

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

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

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

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

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

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

Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Coordinator or administrative designee will promptly initiate an

71

MPS Student/Parent Handbook 2019-20

investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when she the investigation will be complete.

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

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

Consequences

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

Uniform Complaint Procedures

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

Right of Appeal

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

MPS Student/Parent Handbook   2019-20

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

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

_____

_____

_____

_____

_____

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

_____ Date: _____

Signature of Complainant

_____
Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

73

MPS Student/Parent Handbook   2019-20

UNIFORM COMPLAINT PROCEDURES (UCP)

POLICIES AND PROCEDURES

a.   Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by Magnolia Public Schools (MPS) of federal or state laws or regulations governing educational programs, including non-compliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP).

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

b.   The Responsibilities of MPS

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations.

We shall investigate and seek to resolve, in accordance with our UCP process, any complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by MPS that are subject to the UCP.

MPS developed the UCP process with policies and procedures adopted by our governing board.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training (State)
- Career Technical Education (Federal)
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

- Allegations of child abuse shall be referred to County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

- Health and safety complaints regarding a Child Development Program shall be referred to Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.

- Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).

74

MPS Student/Parent Handbook

2019-20

- Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

c. Pupil Fees

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

d. The Local Control Accountability Plan

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) Section 52060(d).

e. The UCP Annual Notice

We ensure annual dissemination of a written notice of our complaint procedures to all students, employees, parents or guardians of its students, school advisory committee members, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

Our UCP Annual Notice shall also include information regarding the requirements of EC Section 49010 through 49013 relating to pupil

fees and information regarding the requirements of EC Section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

f. UCP Complaint Investigation

The position responsible to receive and investigate UCP complaints and ensure our compliance in our agency is:

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

The position responsible to receive and investigate UCP complaints and ensure our compliance in our agency is knowledgeable about the laws and programs assigned to investigate.

MPS will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC Section 200 and 220 and Government Code (GC) Section 11135, including any actual or perceived characteristics as set forth in Penal Code (PC) Section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

All complainants are protected from retaliation.

We advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

g. UCP Complaint Resolution

If MPS finds merit in a complaint regarding Pupil Fees, Local Control and Accountability Plans (LCAP), Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in our school district and pupils in military families, Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and Physical Education

75

Instructional Minutes (grades one through eight), we shall provide a remedy.

The remedy shall go to the affected pupil in the case of complaints regarding
- Course Periods without Educational Content,
- Reasonable Accommodations to a Lactating Pupil, and/or
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in our school district and pupils of military families.

The remedy shall to go all affected pupils and parents/guardians in the case of complaints regarding
- Pupil Fees,
- Physical Education Instructional Minutes and/or
- Local Control and Accountability Plans.

A pupil fees complaint may be filed with the principal of a school or our CEO or his or her designee.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.

We ensure an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

We will provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by MPS to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

The complaint will be investigated and a written report with a Decision will be issued to the complainant by us within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This report will contain the following elements:
   i.   The findings of fact based on the evidence gathered.
   ii.   Conclusion of law.
   iii.   Disposition of the complaint.
   iv.   The rationale for such a disposition.
   v.   Corrective actions, if any are warranted.
   vi.   Notice of the complainant's right to appeal our Decision to the CDE.
   vii.   Procedures to be followed for initiating an appeal to CDE.

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

A complainant may appeal our Decision of a UCP complaint regarding all specified federal and state educational programs subject to the UCP.

h.   UCP Complaint Appeal Process

To appeal a UCP complaint Decision the complainant must file a written appeal within 15 days of receiving the Decision to CDE. This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of our Decision are incorrect and/or the law is misapplied.

In addition, the appeal shall be sent to CDE with:

1.   A copy of the original locally filed complaint; and

2.   A copy of our Decision of this original locally filed complaint.

The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

76

MPS Student/Parent Handbook

2019-20

UNIFORM COMPLAINT PROCEDURES FORM

Last Name: _____ First Name/MI: _____

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

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

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

(if applicable) Location/School/Office of Alleged Violation: _____

Note: It is not required to use this form to file a UCP complaint. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

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

☐ Adult Education

☐ American Indian Education Centers and Early Childhood Education Program Assessments

☐ Career Technical & Technical Education and Career Technical; Technical Training (State)

☐ Compensatory Education

☐ Every Student Succeeds Act/No Child Left Behind (Titles I-VII)

☐ Migrant Education

☐ Pupil Fees

☐ Reasonable Accommodations to a Lactating Pupil

☐ Special Education

☐ After School Education & Safety

☐ Bilingual Education

☐ Career Technical Education (Federal)

☐ Child Care & Development

☐ Consolidated Categorical Aid

☐ Economic Impact Aid

☐ Local Control & Accountability Plans (LCAP)

☐ Physical Education Instructional Minutes

☐ Regional Occupational Centers and Programs

☐ State Preschool

☐ Agricultural Career Technical Education

☐ California Peer Assistance & Review Programs for Teachers

☐ Child Nutrition

☐ Course Periods without Educational Content

☐ Education of Pupils in Foster Care, Pupils who Are Homeless, former Juvenile Court Pupils now Enrolled in the District & Children of Military Families

☐ School Safety Plans

☐ Tobacco-Use Prevention Education

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

☐ Age

☐ Ancestry

☐ Color

☐ Disability (Mental or Physical)

☐ Ethnic Group Identification

☐ Gender / Gender Expression / Gender Identity

☐ Genetic Information

☐ Immigration Status

☐ Marital Status

☐ Medical Condition

☐ National Origin

☐ Race or Ethnicity

☐ Religion

☐ Sex (Actual or Perceived)

☐ Sexual Orientation (Actual or Perceived)

☐ Based on association with a person or group with one or more of these actual or perceived characteristics

For bullying complaints not based on protected groups and other complaints not listed on this form, contact your school's Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator.")

77

MPS Student/Parent Handbook   2019-20

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

    I have attached supporting documents.   ☐ Yes   ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

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

78

UNIFORM COMPLAINT PROCEDURES (UCP)

ANNUAL NOTICE

Magnolia Public Schools (MPS) annually notifies its students, employees, parents or guardians of its students, school advisory committees, and other interested parties of the Uniform Complaint Procedures (UCP) process.

MPS is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities subject to the UCP:

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training (State)
- Career Technical Education (Federal)
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

Pupil Fees

A pupil fee includes, but is not limited to, all of the following:
- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book,

class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or our CEO or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in MPS shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Additional Information

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in Education Code Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Contact Information

The position responsible to receive and investigate UCP complaints and ensure our compliance in our agency is:

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

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

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our Uniform Complaint Procedures process shall be available free of charge.

MPS Student/Parent Handbook

2019-20

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

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

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

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

LAUSD Charter Schools Division (CSD) Contact:

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

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

SDUSD Office of Charter Schools (OCS) Contact:

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

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

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

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

80

MPS Student/Parent Handbook   2019-20

INFORMAL COMPLAINT PROCEDURES

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

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

LEVEL 1: Direct Resolution

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

Examples:

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

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

LEVEL 2: School Level Resolution

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

relevant facts and evidence, and respond to the complainant within ten (10) working days.

Examples:

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

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

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

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

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

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

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

LEVEL 4: Board Level Resolution *

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

81

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

* For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the Informal Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's Decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a "Uniform Complaint Procedure Form" - provided in this handbook – and file it within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's Decision. The appeal should be sent to:

> California Department of Education
> 1430 N Street
> Sacramento, CA 95814

MPS Student/Parent Handbook   2019-20

INFORMAL COMPLAINT PROCEDURES FORM

Last Name: _____ First Name/MI: _____

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

Street Address/Apt. #:

_____

City: _____ State: _____ Zip Code: _____

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

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

3.   Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.   ☐ Yes   ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

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

MPS Student/Parent Handbook   2019-20

The following is information regarding your rights and responsibilities regarding filing a Title IX Complaint.

Title IX Coordinator Contact Information

All complaints should be sent to our Title IX Coordinator, who can be reached at:

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

Your Rights and Responsibilities Under Title IX

(a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.

(b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by the MPS.

(c) You have the right to apply for athletic scholarships.

(d) You have the right to receive equitable treatment and benefits in the provision of all of the following:

- Equipment and supplies.
- Scheduling of games and practices.
- Transportation and daily allowances.
- Access to tutoring.
- Coaching.
- Locker rooms.
- Practice and competitive facilities.
- Medical and training facilities and services.
- Publicity.

(e) You have the right to have access to our Title IX Coordinator regarding gender equity laws. Please see above for this Coordinator's contact information.

(f) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.

(g) You have the right to pursue civil remedies if you have been discriminated against.

(h) You have the right to be protected against retaliation if you file a discrimination complaint.

(i) You can find out more information regarding your rights, MPS' responsibilities, and access information on gender equity laws from the following resources:

- California Interscholastic Federation: http://www.cifstate.org/governance/equity/index
- California Department of Education, Office for Equal Opportunity: http://www.cde.ca.gov/re/di/eo/dutytoprotect.asp
- United States Department of Education, Office for Civil Rights: https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html

How to File a Complaint Under Title IX

(a) You can find more information regarding how to file a complaint as follows:

- The United States Office for Civil Rights website: https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt.
- California Department of Education website: http://www.cde.ca.gov/re/di/eo/complaint.asp
- MPS Uniform Complaint Procedures ("UCP") or Harassment, Intimidation, Discrimination, Bullying Policy. Please check your School's website or main office for a complete copy of these policies.

(b) A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with MPS under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.

(c) The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints. Please review the above link for more information about this process. A complaint filed with MPS under our UCP or Harassment/ Intimidation/ Discrimination/ Bullying policy will be investigated in compliance with those policies.

(d) There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by facsimile your own letter or a completed copy of the Office for Civil Rights Discrimination Complaint Form.

- The electronic complaint form is available at https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

84

MPS Student/Parent Handbook   2019-20

- You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

  San Francisco Office
  Office for Civil Rights
  U.S. Department of Education
  50 United Nations Plaza
  Mail Box 1200, Room 1545
  San Francisco, CA 94102

  Telephone: 415-486-5555
  FAX: 415-486-5570; TDD: 800-877-8339
  Email: ocr.sanfrancisco@ed.gov or
  ocr@ed.gov

To file a UCP or complaint under our Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying complaint directly with MPS, please follow procedures set forth in those policies.

85

MPS Student/Parent Handbook

2019-20

This page is intentionally left blank.

MPS Student/Parent Handbook   2019-20

MAGNOLIA PUBLIC SCHOOLS

Receipt of and Agreement to the MPS Handbook, Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact

I have received a copy of the Magnolia Public Schools Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact, or I can access it at the school website. I understand that it is a source of information and a set of guidelines for implementation of school policies and procedures. I have read, understood, and agreed to the Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement and School-Parent-Student Compact. I, as a Magnolia Public School student, understand and agree that use of Magnolia Public Schools computer and technology is a privilege and not a right. I understand that if I violate the Student Technology Use Policy-Acceptable Use Agreement in any way, I will be subject to referral and possible suspension. I, as a Magnolia Public School parent or guardian, understand that

> **IMPORTANT NOTICE**
>
> *Dear Parents/Guardians,*
>
> - *Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on this page.*
>
> - *Each individual MPS school may include amendments into this handbook addressing local issues.*
>
> - *Any changes or additions to this handbook will be given to the students and parents/guardians in writing.*

I may be liable for the replacement cost for property Magnolia Public School loaned to my student that my student fails to return or that is willfully cut, defaced, or otherwise damaged, up to an amount not to exceed $10,000 (ten thousand dollars), adjusted annually for inflation. When I am unable to pay for the damages, Magnolia Public School will provide a program of voluntary work for my student in lieu of the payment of monetary damages. If my child is over the age of majority, he/she shall be liable for the same. I understand that Magnolia Public Schools can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of the Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except those made in writing by the Chief Executive Officer or his or her designee.

Student's Name: _____   **Student's Signature:** _____

Parent/Guardian's Name: _____   **P/G's Signature:** _____

(If known, circle grade and group.)   **Date:** _____

<u>Grade</u>:

TK	K	1	2	3	4	5	6	7	8	9	10	11	12

<u>Group</u>:

A	B	C	D	E	F	G	Other:

Copy for Student File

87

Magnolia Public Schools

Student/Parent
Handbook
2019-20

Magnolia Public Schools

250 E. 1st St., Ste. 1500

Los Angeles, CA 90012

Tel: (213) 628-3634

Fax: (714) 362-9588

www.magnoliapublicschools.org

Dear Parents and Students,

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

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

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

Sincerely,

MPS Administration

2

M a g n o l i a   P u b l i c   S c h o o l s

The Vision

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

The Mission

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

Core Values

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

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

Locations

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

3

Table of Contents

4

MPS Student/Parent Handbook   2019-20

EQUAL OPPORTUNITY & NON- DISCRIMINATION STATEMENT

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

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

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

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

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

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

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

PUPIL RECORDS, INCLUDING CHALLENGES AND DIRECTORY INFORMATION

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

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

5

MPS Student/Parent Handbook   2019-20

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

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

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

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

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

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

   Note that MPS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

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

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

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

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;

2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. MPS will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, MPS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to the procedures outlined here and more completely in the full policy;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

5. Organizations conducting certain studies for the MPS in accordance with 20 U.S.C. § 1232g(b)(1)(F);

6. Accrediting organizations in order to carry out their accrediting functions;

7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to

6

MPS Student/Parent Handbook

2019-20

notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

9. Persons who need to know in cases of health and safety emergencies;

10. State and local authorities, within a juvenile justice system, pursuant to specific State law;

11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by MPS for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by MPS; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by MPS with respect to that alleged crime or offense. MPS may disclose the final results of the disciplinary proceeding, regardless of whether MPS concluded a violation was committed.

Directory Information

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

1. Student's name

2. Student's address

3. Parent's/guardian's address

4. Telephone listing

5. Student's electronic mail address

6. Parent's/guardian's electronic mail address

7. Photograph

8. Date and place of birth

9. Dates of attendance

10. Grade level

11. Weight and height of members of athletic teams

12. Degrees, honors, and awards received

13. The most recent educational agency or institution attended

14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

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

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

RIGHTS AND RESPONSIBILITIES

Effective Communication:

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

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

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

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

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

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

If parent feels there is a concern they should:

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

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

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

7

MPS Student/Parent Handbook   2019-20

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

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

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner. Please see the "Conditions for Classroom and School Visitation, Shadowing, and Removal Policy" under the section titled "Visitors" in this Handbook.

Students' Rights and Responsibilities:

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

Parents' Rights and Responsibilities:

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

- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

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

Administrators' Rights and Responsibilities:

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

8

MPS Student/Parent Handbook   2019-20

POLICIES AND PROCEDURES

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

I.   ACADEMIC POLICIES

A.   GENERAL GUIDELINES

CAASPP Opt Out:

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

Child Find and Section 504:

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

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

Math Placement:

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

Grading:

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

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

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

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

Extra Credit:

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

9

MPS Student/Parent Handbook

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

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

Homework:

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

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

Final Assessments/Exams:

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

Make-up Procedures - Incomplete Grades:

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

Course Withdrawals:

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

Class Change:

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

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

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

10

MPS Student/Parent Handbook   2019-20

B.   ELEMENTARY SCHOOL GRADING SYSTEM

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

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

Elementary School Grade Retention/Promotion:

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

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

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

- A letter shall be sent to the student's parent(s) or guardian(s) informing them that their child is at risk of retention.
- The teacher's evaluation shall be provided to and discussed with the student's parent(s) or guardian(s) and the principal before any final determination of pupil retention. The parent(s)/guardian(s) are informed at that meeting that their child is recommended for retention. This meeting is documented with an

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

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

Report Cards:

Student report cards create a succinct written record of student performance by compiling data from multiple assessments both formal and informal. Report cards are one of several ways to keep parents informed about student performance and to ensure that data collection is regular and consistent. Report cards reflect student achievement toward state standards, and summarize narratives, anecdotal records, attendance data, and information about student participation in class and school life. Results of standardized tests are mailed separately as well as included in the student grade report with explanations designed to help students and parents interpret their relationship to other assessments.

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

Ongoing communication between teachers, parents, and students is an essential component of MPS. MPS' school information system provides a very effective online communication tool for teachers, students and parents for course material, homework assignments, projects, course grade statistics and records of student grades. In addition to progress reports, report cards, and assessment reports, newsletters are distributed monthly. Parents can

11

MPS Student/Parent Handbook   2019-20

conference with teachers on an informal basis as needed, and on a formal basis at least twice (2) a year, to discuss students' progress reports and proficiency levels. Back to School Nights and Open Houses also take place each year to provide parents with information about the Charter School's programs.

C. MIDDLE & HIGH SCHOOL GRADING SYSTEMS

Grading Scale:

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

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

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

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

Assignment Grades:

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

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

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

Standards-Based Grading (SBG):

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

No "D" Policy:

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

[For High School Only] The "No D Policy" applies to all students in grades 9-12 effective of 2012-13 school year. Students who have earned credits at MPS with a "D" grade prior to 2012-13 school year will keep their credits and do not have to make up credits for

12

MPS Student/Parent Handbook   2019-20

any previously passed course at MPS. Also courses transferred from another accredited school will appear on student's transcript as they are and "D" will be accepted as a passing grade for all transferred courses. Therefore, the "No D Policy" does not negatively impact graduation.

Determining Final Grades:

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

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

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

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

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

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

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

Honor Roll/High Honor Roll:

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

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

Grade requirement for school team participation:

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

Middle School Grade Promotion:

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

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

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

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

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

13

MPS Student/Parent Handbook   2019-20

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

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

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

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

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

The following middle school courses have been identified for high school credit: Mathematics (Algebra 1, Geometry, Integrated Mathematics I, and other high school level mathematics courses), Computers & Technology (approved high-school level courses), and Language Other Than English (LOTE). For middle school LOTE course(s), one year of high school credit will be given for each different language if students demonstrate proficiency by passing those courses or a LOTE proficiency test provided by the School. Again, middle school courses must be comparable in content to courses offered at the high school level. Magnolia Public Schools Home Office ("Home Office") has the final authority to decide which middle school courses will be counted toward graduation.

D. HIGH SCHOOL GRADUATION REQUIREMENTS

High School Grade Promotion:

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

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

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

Minimum required credits:

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

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

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

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

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

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

14

MPS Student/Parent Handbook   2019-20

Graduation: MPS believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences.

Students must meet the following requirements to graduate from MPS:

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

Specific Course Requirements: MPS meets and exceeds the admission requirements of all four-year universities including University of California ("UC"). MPS adopts all options approved for meeting UC's minimum "a-g" subject requirements, including approved "a-g" high school courses, ACT/SAT examination, AP or IB examination, and U.S. regionally accredited college/university courses (in person or online) as well as validation of coursework as described by the UC. MPS will continue to adapt to any changes in UC subject requirements. The following table lists courses required in order to graduate from MPS.

Diploma Types: MPS offers three different high school diploma types: *Standard (S), Advanced (A), and Honors (H).* Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements.

The "Golden State Seal Merit Diploma" & The "State Seal of Biliteracy"

As directed and described by the CDE, MPS will award eligible graduates the "Golden State Seal Merit Diploma" (GSSMD) and the "State Seal of Biliteracy" (SSB) by affixing the "Golden State Seal" and the "State Seal of Biliteracy" to their high school diplomas. GSSMD is a recognition of graduates who have demonstrated mastery of the high school curriculum in at least six subject areas, four of which are English language arts, mathematics, science, and U.S. history, with the remaining two subject areas selected by the student. SSB is recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

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

15

MPS Student/Parent Handbook 2019-20

Math Requirement: MPS math requirements are threefold:

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

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

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

Science Requirement: Two years of college-preparatory laboratory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics is required. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. Computer Science, Engineering, Applied Science courses can be used in area "d" as an additional laboratory science (i.e., third year and beyond).

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

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

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

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

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

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

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

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

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

- Assessment by a recognized test or University – Earning a satisfactory score on a SAT Subject, AP or IB exam, or a proficiency test administered by a UC campus or other university can demonstrate a student's proficiency in a LOTE. Most language departments at universities will conduct an assessment and issue a statement of competency on official letterhead serving as certification.

- Certification by high school principal – In cases where the options above are not available, certification by the high school principal is acceptable. Principals should develop and maintain clear standards for providing this certification. Certification should be based on the judgment of language teachers, advice of professional or cultural organizations with an interest in maintaining language proficiency, or other appropriate sources of expertise. The principal notes the certification of competency on the student's transcript with the language and level of proficiency.

16

MPS Student/Parent Handbook   2019-20

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17

point on the high school transcript and included in cumulative GPA calculations.

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

Please see your high school college counselor for further details and a copy of the MPS Dual and Concurrent Enrollment Policy and Form.

Counseling programs:

MPS offers a comprehensive counseling and guidance program addressing personal/social, career, and academic needs for all grades. Students may sign up to see the counselor at any time to discuss personal or academic concerns. Social skills, career, and college planning lessons will be provided by the counselor at various times throughout the school year depending on grade level, need etc. The counseling office provides the following resources:
- Academic advising
- College planning resources
- Scholarship information
- SAT/ACT test dates and materials
- Career planning resources
- Conflict resolution
- Family resources
- Counseling resources

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

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

Academic Development

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

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

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

Career Development

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

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

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

Personal/Social Development

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

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

Standard C: Students will understand safety and survival skills.

PSAT/NMSQT Tests &Applications:

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

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

The PSAT/NMSQT measures:
- critical reading skills;
- math problem-solving skills; and
- writing skills.

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

Cal Grant program for College

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

In order to assist students to apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission ("CASC") electronically by a school or Home Office official. A student, or the parent/guardian

18

MPS Student/Parent Handbook   2019-20

of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA will be sent to CASC by October 1. The Cal Grant application submission deadline is October 1 of the grade 12 year.

E. ATTENDANCE

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

Excused Absences/Tardies for Classroom Based Attendance

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

A student's absence shall be excused for the following reasons:
1. Personal illness;
2. Quarantine under the direction of a county or city health officer; communicable diseases exclusion
3. Professional appointments such as medical, dental, optometric, or chiropractic appointments:
    a. Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.
4. Attendance at funeral services for a member of the immediate family:
    a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
    b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.

5. Participation in religious instruction or exercises in accordance with MPS policy:
    a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:
1. Appearance in court;
2. Attendance at a funeral;
3. Observation of a holiday or ceremony of his/her religion;
4. Attendance at religious retreats for no more than four hours during a semester;
5. Attendance at the pupil's naturalization ceremony to become a United States citizen;
6. Attendance at legal/immigration meeting, appointment or interview
7. Attendance at an employment conference;
8. Take Our Daughters and Sons to Work Day.

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

Unexcused Absences/Tardies for Classroom Based Attendance

Students will be marked unexcused if they:

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

Method of Verification

A parent/guardian must inform the MPS main office via phone of their child's absence/tardy the morning of

19

MPS Student/Parent Handbook   2019-20

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

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

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

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

Extracurricular Activities

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

Make up Work for Excused Absences

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

Independent Study Policy

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

Unexcused Absences/Truancy for Classroom Based Attendance

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

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

20

MPS Student/Parent Handbook 2019-20

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

PROCESS FOR UPHOLDING THE ATTENDANCE POLICY

First Day of School Process:

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

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

Truancy Process:

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the MPS Principal or designee. The student's classroom teacher may also call home.

2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the MPS Principal or designee. In addition, the student's classroom teacher may also call home and/or MPS may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1" from MPS. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching seven (7) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, MPS will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unexcused absences or unexcused tardies over 30 minutes, the student will be referred to a Student Support and Progress Team (SSPT) and the MPS Attendance Review Team (SART). In addition, the parent/guardian will receive a "Habitual Truancy Re-classification Letter #3," and will be asked/invited to attend a presentation regarding chronic absenteeism.

Student Attendance Review Team (SART)

5. The SART panel can include, but is not limited to, the following school members: School Administrators, School Psychologist, Counselor, Nurse, Psychiatric Social Worker, Attendance Clerk, Intervention Teacher(s), MPS Director of Student Services or designee, PSAC or designee. The panel may be composed of any individual who is working with the family and has a viable interest in the student's school attendance. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
   a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
   b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or

21

face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:

    i. Parent/guardian to attend school with the child for one (1) day
    ii. Student retention
    iii. After school detention program
    iv. Required school counseling
    v. Loss of field trip privileges
    vi. Loss of school store privileges
    vii. Loss of school event privileges
    viii. Required remediation plan as set by the SART
    ix. Notification to the District Attorney

    c. The SART panel may discuss other school placement options.
    d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

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

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

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

Removal from Charter School

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

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

Referral to Appropriate Agencies or County District Attorney:

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

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

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

Reports

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

MPS Student/Parent Handbook   2019-20

II.   DISCIPLINE POLICIES

Magnolia Public Schools Student Code of Conduct:

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

Uniform and Personal Appearance:

The uniform policy at MPS helps create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are required to arrive in uniform every day except for "free dress days".

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

A.   EXPECTED STUDENT BEHAVIOR

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

Breakfast/Lunch Time:

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

On Campus:

Students must:
- Stay in designated areas on-campus.
- Be courteous and respectful at all times to everyone.
- Not use profanity, lie, fight, gamble, possess inappropriate literature or material, or be involved in the abuse/harassment of others.
- Not use or have cellular phones turned on during school hours; students are allowed to use cellular

phones **only** in the designated area after school. Phones should not be used during after school programs, such as tutoring.
- Remember that any electronic devices seen during class time will be confiscated and returned to the student's parents/guardians at the discretion of administration.
- Remember that gum chewing is not allowed anywhere on campus.
- Never ride bicycles, use roller blades or skateboards on campus nor bring them to class.
- Not leave campus without permission during school hours (except students in 7-12 grade who are being excused to receive confidential medical services without parental permission).
- Not use matches, lighters, or any type of explosive incendiary device on campus.
- Remember that **no electronic devices** may be visible or used on the campus grounds.
- Students are not allowed to loiter in the hallways.

Assemblies:

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

Field Trips:

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

Public areas: Hallways, Lunchroom & Restrooms:
Hallways, Lunchroom and Restrooms are areas used by all members of School. Students must:
- Use the halls, lunchroom, or restrooms only as needed and then move on to class.
- Eat only in the cafeteria or other designated area.
- Leave gum at home; chewing gum is strictly prohibited anywhere on campus.
- Maintain orderly conduct always; walk in the halls, lunchroom, or restrooms.
- Keep in mind that profanity and vulgar language at any level is unacceptable and is strictly prohibited in all areas and at school functions at all times.
- Limit excessive noise such as yelling, screaming or banging lockers while in these areas.
- Help keep the school clean by picking up after yourself and putting your belongings in their proper place.
- Respect others personal space and keep your hands to yourself even in play.
- Have a pass to be in the above areas during class time.

23

MPS Student/Parent Handbook   2019-20

- Keep in mind that vandalism, littering, or graffiti in the school is prohibited and should be reported as this reflects poorly on everyone.
- Public displays of affection are prohibited.
- Bring only plastic and paper containers to school; all glass containers are prohibited on campus and will be confiscated.
- Be responsible and report any leaks, spills, or other problems in the bathroom to a teacher or the office.
- Be responsible for cleaning up after yourself, including the disposing of or the recycling of garbage.
- Have a hall pass if you are outside of the classroom during class time.
- Not visit with friends or interrupt another classroom.
- Not misuse the hall pass as it will result in loss of the hall pass privilege.
- Get a referral from your teacher before you go to the office. Do not use the hall pass.

Emergency Drills:

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

Classroom:
Students must:
- Be seated and ready to begin their assignment when the bell rings.
- Be courteous to all teachers and students.
- Follow all school and classroom rules.
- Bring all necessary materials/supplies ready to work daily.

Classroom Procedures and Consequences:
Please check the teacher's syllabus for specific consequences which may include:

1. **In Class Warning**
2. **Student-Teacher Conference**
3. **Reflection / Parental Notification**
4. **Parent Conference**
5. **Office Referral & Administrative Disciplinary Procedures**

B.   SIS BEHAVIOR RECORDS

Student behavior will be recorded on SIS and students will receive the following rewards or consequences based on their behavior entries.

Note: The following tables are for sample purposes only. Each individual MPS school may include amendments into the SIS behavior points, rewards, and consequences addressing local needs.

Positive Rewards:

- Contact parent/guardian
- Lunch speed pass
- Treat
- One day free dress (pass will be given)
- Extended lunch period
- Two-day free dress (pass will be given)
- VIP breakfast
- Entered in a raffle
- Free dress – every Friday for one   month (pass will be given)
- VIP lunch and "Race to the Top"

Negative Consequences:

- Contact parent/guardian
- Loss of privileges
- Parent/guardian conference
- Behavior plan and lunch reflection
- Shadowed by parent/guardian for a day and one hour after school reflection
- Student improvement team
- Pending Reflection Committee outcome
- Reflective hearing with Reflection Committee, parent/guardian and student

---

C.   MULTI-TIERED SYSTEM OF RESPONSE TO BEHAVIOR

MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all stakeholders.

All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted

24

MPS Student/Parent Handbook   2019-20

that MPS reserves the right to discipline any act that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words, MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that causes a substantial disruption on the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of student to lawful student expression, as outlined in the MPS Student Expression Policy available in the office of each MPS school.

The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS' system of response to behavior.

Multi-Tiered System of Response to Behavior

Tier 3

**Targeted/
Intensive**

High-Risk Students
Individual Interventions
(3-5% of Students)
See Categorical Offenses

Tier 2

Selected

At- Risk Students
Small Groups and Individual Strategies
(10-25% of Students)

Tier 1

Universal

(All Students)
School/Class-wide Systems of Support
(75-90% of Students)

26

MPS Student/Parent Handbook   2019-20

Universal

Examples of Classroom, Support and Teacher-Led Responses

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners.

Level 1 Infractions	Interventions
▪ Invading personal space	✓ School-wide PBIS
▪ Antagonizing others	✓ Social-emotional learning program
▪ Violation of school/class rules	✓ Proactive classroom management
▪ Horseplaying	✓ Regular, preemptive communication with families
▪ Violating off-limits/restricted area	✓ Classroom incentives
▪ Habitually tardy and/or not being in assigned location	✓ Seating, assignment, behavioral accommodations
▪ Disrupting the learning environment/Off task	✓ Conferencing with student(s) and parents
▪ Littering	✓ Verbal correction and redirection
▪ Not having proper materials, supplies, and/or equipment for class participation	✓ Reminders, role-play, daily progress sheet
▪ Inappropriate use of electronic devices	✓ Loss of classroom privileges
▪ Dress code violation	✓ Written and/or verbal reflection
▪ Inappropriate language/actions (hurtful, vulgar, gossip, etc.)	
▪ Passive participation in hurtful acts/words against others	
▪ Public display of affection (holding hands, kissing, hugging, etc.)	
▪ Refusing to cooperate and comply with school rules/personnel	

27

MPS Student/Parent Handbook

2019-20

Selected

Examples of Support, Removal and Administrative Responses

These responses engage the students's support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
▪ Using/possessing tobacco and/or lighter	✓ Behavioral contract
▪ Violating traffic or safety regulations	✓ Self-monitoring
▪ Encouraging other students to violate school rules	✓ School-home communication
▪ Leaving school and/or school bus without permission	✓ Adult or peer mentorship
▪ Fighting and/or arranging altercations	✓ Utilize check-in and check-out system
▪ Using objects inappropriately (i.e., the use of an object to harm others or damage property)	✓ Intensive academic and/or social support
▪ Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting)	✓ Reflection (lunch, after school, Saturday, etc.)
▪ Defacing and/or vandalism of school property	✓ Refer student to SSPT
▪ Plagiarism/academic dishonesty	✓ Loss of privileges
▪ Leaving school or classroom without permission (truancy)	✓ Counseling
▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.)	✓ Temporary removal from class
▪ Stealing and/or possessing stolen property	✓ Extended school day
▪ Failure to attend to/complete assigned restorative action	
▪ Gambling or Extortion	
▪ Habitual violations of school/class rules	
▪ Forgery of signatures	
▪ Sexually explicit behavior	
▪ Planning and/or arranging actions with malicious intent	
▪ Writing or drawing obscene /profane language/pictures	
▪ Harassment (i.e., physical, verbal, and sexual)	
▪ Bullying/cyberbullying	
▪ Violation of personal boundaries	
▪ Refusing to cooperate and comply with school rules/personnel	

28

MPS Student/Parent Handbook   2019-20

Targeted/Intensive

**Examples of support, removal and
School Site Administrators and Home Office Responses.**
These responses address serious behavior and potential implications
for future harm. They promote safety of the school community and
should be used in a progressive fashion.

See Categorical Offenses

Level 3 Infractions	Interventions
▪ Physically assaulting with serious bodily injury	✓ All Tier 1 and Tier 2 interventions
▪ Conduct or habits injurious to others (peers/authority)	✓ FBA-based behavior intervention plans
▪ Using/possessing controlled and/or dangerous substances and/or paraphernalia	✓ Teaching replacement behavior
▪ Bullying (harassing, intimidating, cyberbullying)	✓ Home and community supports
▪ Fighting and/or arranging altercations	✓ Self-management program
▪ Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law	✓ Restricted access
▪ Harassment (i.e., physical, verbal, and sexual)	✓ In-school reflection and/or suspension
▪ Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.)	✓ Short-term out-of-school suspension
▪ Causing a false fire alarm	✓ Extended out-of-school suspension
▪ Making a bomb/explosive threat	✓ Request for alternate educational setting
▪ Encouraging other students to violate school rules	✓ Recommendation for expulsion
▪ Student hazing	
▪ Using gang and/or secret society symbols/acts	
▪ Inappropriate use of electronic devices	
▪ Public displays of sexually explicit behavior	
▪ Defacing and/or vandalism of school property	
▪ Gambling	
▪ Habitual violations of school/class rules	
▪ Forgery of signatures	
▪ Stealing and/or possessing stolen property	
▪ Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.)	
▪ Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	

29

MPS Student/Parent Handbook

2019-20

Infractions Explained:

(See also the Enumerated Offenses and applicable procedures listed in Section D: Suspension and Expulsion Procedures, below)

Assaulting, Fighting and/or Arranging Fights

School is not a place to arrange fights, whether those fights take place on or off school grounds. Any fight and/or attempting to fight will involve disciplining all students involved.

Bringing / Using Electronic Devices

CD players, IPOD, MP3 players, phones, PDA, PSP, laptops, smart watches, electronic games, and/or similar devices are not allowed to be used at school. They disrupt classes and distract others from learning. If you choose to bring them for use outside of school, it is at your own discretion. MPS assumes no liability for any damaged, destroyed, lost, stolen, misplaced or otherwise compromised electronic device brought onto MPS property.

Scholastic Dishonesty

Scholastic dishonesty includes (but is not limited to) plagiarism, cheating on tests, and/or any other types of deception to obtain credit without effort. Scholastic dishonesty is unacceptable conduct. As a consequence, student will receive a failing grade on the assignment/test, and all other possible corrective strategies listed under the RTI table above will apply as well.

Texting/Sexting

Sexting can be defined as the act of sending sexually explicit messages or photographs electronically, primarily between mobile phones and/or any other communication devices.

Disrupting Learning

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class against teachers' classroom rules, chewing gum, insubordination and/or selling or trading personal possessions to other students.

Horseplay

Rough or boisterous play including but not limited to shoving, play fighting, kicking, name calling, teasing, pushing/pulling on a student and shoulder bumps.

Violating Uniform Policy

A student's dress and appearance shall conform to the specific uniform and appearance limitations described in this handbook.

Possession or Use of Drugs and/or Alcohol and the Sale or Intention to Sell Drugs and/or Alcohol

Use of drugs or alcohol means a student knowingly possesses, consumes, uses, handles, gives, stores, conceals, offers to sell, sells, transmits, acquires, buys, represents, makes, applies, or is under the influence of any narcotic drug, hallucinogen, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcohol, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters.

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look-alike drugs is prohibited everywhere on school grounds, at all school activities, and on all school transportation (drug free zone 1000 feet radius). Backpacks, gym bags, coats, and/or any other containers might be searched by Administration and/or Law Enforcement if they suspect the presence of such items.

False Fire Alarms

Issuing a false fire alarm is a violation of State law. Making false 911 calls is also violation of the State Law.

Forgery of Signatures

Any attempt by a student to sign a teacher's, administrator's, parent/guardian's, and/or another student's name to any school document will be considered forgery.

Vulgarity, Profanity and Obscenity

Any gesture or material of this nature is not permitted at school or school functions.

Bullying & Cyber Bullying

Bullying is not permitted at MPS. In addition, MPS will not tolerate unlawful intimidation and bullying due to actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationalist, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person, or

30

MPS Student/Parent Handbook   2019-20

group, with or more of these actual or perceived characteristics. Each student deserves an equal opportunity to obtain an education without dealing with the negative pressures of peers. Bullying consists of any of the following: pushing, shoving, hitting, and spitting, name calling, picking on, making fun of, laughing at, and excluding someone physically or via social media or electronic communications.

Bullying causes pain and stress to those who are victims and is never justified or excusable as "kids being kids", "just teasing", "joking", "playing around" or any other rationalization. <u>This includes the use of social media for wrongful purposes.</u>

Each MPS student agrees to:

• Value student differences and treat others with respect.

• Not become involved in bullying incidents or be a bully.

Harassment of Students, Teachers, Administrators, or Staff

Harassment means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. See also the MPS Policy Against Unlawful Harassment.

Harassment can be verbal, physical and visual. (Education Code, § 212.5)

Harassment is a violation of Federal Law and is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn.

Behaving Disrespectfully towards Teachers or Staff

Disrespect (i.e. arguing, talking back, etc.) and insubordination (failure to comply with directives) toward any member of the faculty or staff will not be tolerated. Profanity, either spoken or written is considered a form of disrespect.

Student Hazing

Hazing is defined as doing any act or coercing another person for initiation into any organization that causes or creates a substantial risk or causes mental or physical harm. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may carry heavy legal consequences.

Smoking or Use of Other Tobacco Products

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) or on the student is prohibited under this policy. This includes cigarettes, e-cigarettes, vaporizers, cigars, herbs, and smokeless tobacco. Backpacks, gym bags, coats, and/or any other containers might be searched if the presence of such items is suspected.

Stealing and/or Vandalizing School/Private Property & Graffiti

This means to cause or attempt to cause damage to private property, stealing or attempting to steal private property either on school grounds or during school activities, functions or events. Students and their parents or guardians will be held responsible for any theft/vandalism/graffiti (including graffiti tools such as permanent markers) that the student commits. Theft or vandalism of school property carries heavy legal penalties.

No Permanent markers or aerosol cans are allowed at school.

Displaying Threatening Behavior

Threatening behavior includes: verbal threats, both face to face and over electronic media (phone and/or computers), non-verbal threats ("hard" stares, gestures), willfully causing or attempting to cause physical injury to another person, causing or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Bringing Weapon in School

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, club of any type, mace, tear gas, or other chemicals. This may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of a weapon. Backpacks, gym bags, coats, and/or any other containers might be searched by administration or law enforcement if they suspect the presence of such items.

If you are aware of a weapon /drugs/alcohol on campus and do not inform school staff, you will be subject to disciplinary actions and serve consequences.

Possession or Use of Fireworks

Using or possessing any amusement device, smoke bomb, stink bomb, etc.

Gang and Secret Society Symbols

31

MPS Student/Parent Handbook   2019-20

Disruption and/or intimidation caused by the wearing of any type of clothing, accessories, hair style, or by writing of any signs identified as or associated with gangs. No gang activity or gang association will be permitted at school or school sponsored activities. Gang symbols on notebooks, lockers, book bags, etc. are not permitted and will be documented. Students may not promise to become or be members of a gang, secret society, illegal club, sorority or fraternity.
Arson
Intentionally starting any fire or combustion on school property
Public Display of Affection
Public displays of affection are not allowed.
Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules
Any student who, by means of provocation, intimidation, encouragement, request, or other means of promotion, induces or attempts to induce another student to violate a MPS school rule shall be subject to discipline.

Students with an IEP:

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, accordingly to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation, and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See also Section D: Suspension and Expulsion Procedures, below, for more information.

D. SUSPENSION AND EXPULSION PROCEDURES

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MPS. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MPS' policy and procedures for student suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MPS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

Positive Consequences

MPS school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies

32

MPS Student/Parent Handbook   2019-20

- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues on the school information system, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Reflection:

Reflection will be held on assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls or notes will be accepted for this request.

In School Suspension (ISS):

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. Student is expected to complete their classroom assignments and school community service during ISS.

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

    a) while on school grounds;

    b) while going to or coming from school;

    c) during the lunch period, whether on or off the school campus; or

    d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.

2. Willfully used force of violence upon the person of another, except self-defense resulting in minor injury.

3. Unlawfully possessed, used, sold or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

4. Unlawfully under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

6. Committed or attempted to commit robbery or extortion.

7. Caused or attempted to cause damage to school property or private property resulting in negligible loss.

8. Stole or attempted to steal school property or private property.

9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature

33

MPS Student/Parent Handbook

2019-20

cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

10. Committed an obscene act or engaged in habitual profanity or vulgarity.

11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

13. Knowingly received stolen school property or private property.

14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

19. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in

which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

21. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

34

ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience interference with his or her academic performance.

iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

24. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

25. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Mandatory Suspension Offenses

Students shall be suspended when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)

35

2. Brandishing a knife at another person. E.C. 48915(c)(2)

3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)

4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)

5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension

- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/ Expulsion by the Principal, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the

MPS Student/Parent Handbook   2019-20

Principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MPS or at any other school; or (3) a MPS sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

> a) while on school grounds;

> b) while going to or coming from school;

> c) during the lunch period, whether on or off the school campus; or

> d) during, going to, or coming from a school-sponsored activity.

The length of an expulsion is addressed above, under "Rehabilitation Plans."

Expulsion (Discretionary Offenses)

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.

2. Willfully used force of violence upon the person of another, except self-defense resulting in serious bodily injury.

3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.

4. Unlawfully under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

6. Committed or attempted to commit robbery or extortion in excess of $1,000.

7. Caused or attempted to cause damage to school property or private property in excess of $1,000.

8. Stole or attempted to steal school property or private property in excess of $1,000.

9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

10. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

11. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

14. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

15. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even

37

if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

16. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

17. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

18. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12 inclusive.

19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience interference with his or her academic performance.

iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means

38

MPS Student/Parent Handbook 2019-20

the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

20. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

21. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Expulsion (Mandatory Offenses)

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)

2. Brandishing a knife at another person. E.C. 48915(c)(2)

3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)

4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)

5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

39

MPS Student/Parent Handbook   2019-20

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of MPS' disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MPS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial

40

MPS Student/Parent Handbook

2019-20

risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS

3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the

41

MPS Student/Parent Handbook   2019-20

appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq*. MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/ Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
  a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
  b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
  a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
  b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
  c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of

42

placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:
   a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
   b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
   c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
   a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
   b. The parent has requested an evaluation of the child.
   c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

MPS Student/Parent Handbook   2019-20

GENERAL POLICIES

A.   SCHOOL ACTIVITIES

MPS will offer a range of activities that will enrich student development during and after school. Because the safety of students is very important to us, specific rules will apply to these activities.

Athletic Activities:

The Charter School complies with Education Code Section 49475 regarding student athletes who sustain concussions. A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head.   Even though most concussions are mild, all concussions are potentially serious and may result in complications, including prolonged brain damage and death if not recognized and managed properly.   MPS offers an athletic program, and so we must immediately remove from the school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity.   The athlete may not return to that activity until h e or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider.

Additionally, on a yearly basis, MPS must provide a concussion and head injury information sheet to athletes, which must be signed and returned by the athlete and the athlete's parent/guardian before the athlete initiates practice or competition.   This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.   MPS shall distribute this information sheet to athletes prior to the start of the athletic season. Copies are also available in the main office of each MPS school.

Additionally, those wishing to participate in athletics at MPS, must review the information sheet on sudden cardiac arrest and return the signed information sheet to the main office of each MPS school. The information sheet is located at: https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf.

Field Trips:

Field Trips offer exciting ways to learn. MPS students may have the opportunity to go on field trips at various times throughout the school year.

MPS plans many field trips, weekend getaways, summer camp, and the Europe Trip during spring break.

Students must bring to school a Field Trip Permission Slip signed by a parent or guardian by the specified date. Phone calls will not be accepted as permission for students to attend.

Academic Tutoring Program:

- Tutoring will be available as part of the MPS after-school program.
- Students can receive tutoring from faculty and volunteers from local universities.
- The program will benefit all students.
- The sessions will generally occur after school; some may be scheduled on the weekends.
- Upon availability, Saturday tutoring is available to all students who wish to improve their academic skills. We offer math and SAT/ACT prep. All students are welcome to join at specified times.

After School Activities:

MPS offers a variety of after school tutoring, clubs, sports, and activities for all students free of charge. There is no better way for students to enrich their education than by taking part in clubs, after-school activities or working with a teacher (Tutoring). These opportunities allow students to explore more deeply things they already enjoy and to try other areas that sound interesting. Students who stay for an after-school activity must follow these rules:

- Be with a teacher or other staff member at all times.
- Arrange to have their transportation pick them up at the end of the activity.
- Abide by the MPS code of student conduct and all school rules and policies as outlined in the handbook while participating in the activity.

Students who are disruptive, disrespectful, or who do not follow the rules will be prohibited from participating in the after-school program.

Students not participating in after school activities may not stay after school to wait for another student.

A full list and description of after school clubs and activities will be posted after school starts. We strongly encourage our students to explore and take advantage of these after school opportunities.

MPS is not responsible for students on campus who are not participating in after school activities or who remain on campus after the completion of the after-school activity. Those students must leave the campus within ten minutes of school or after dismissal time. Following is the MPS policy regarding students left on campus after school hours. Contact the office of each MPS school for more information.

POLICY REGARDING STUDENTS LEFT ON CAMPUS AFTER SCHOOL HOURS

MPS is committed to providing a safe campus for all students. When students are left on school property

44

MPS Student/Parent Handbook   2019-20

after the close of business hours, MPS will follow certain steps to ensure students are safe until their parents/guardians come to pick them up. In the event students are left on campus after school hours, MPS staff will:

1. Notify the principal or designee immediately.

2. Attempt to reach parents/guardians through the phone number provided to the School by parents/guardians at the beginning of the year. This may include contacting any emergency contact(s) listed for the student.

3. If a staff person becomes aware a child is on campus more than ten minutes after dismissal of the regular school day or after school activity, the staff person or another employee will remain on site until an adult, including but not limited to an emergency contact, police officer, or social worker, retrieves the student.

4. Notify the principal or designee after the ten (10) minutes after dismissal has passed if there is a possibility that law enforcement may be called to assist the student.

5. As a last resort, contact law enforcement and/or child welfare services who may remove the student and may assume responsibility for the student until the parent/guardian retrieves the student.

6. In cases of repeated incidents where parents/guardians have been late in picking up their child, notify the parents/guardians in writing of parental responsibilities and consequences for their child. A consequence may include: refusal to allow the student to attend after school programs if the parent is repeatedly late in retrieving the child.

Students should not be dropped off more than thirty (30) minutes early for School. The School will open its doors at 7:30 a.m. and at this time students will be supervised by School staff. All students that arrive before 7:30 a.m. will be unsupervised and the School will not be responsible for the safety and well-being of these students. (Each individual MPS school may include site-specific amendments into the drop-off, pick-up, and supervision times addressing local issues.)

B. ILLNESS, INJURY, AND MEDICATION POLICIES

MPS does not have a nurse on staff. Consistent with doctor's orders, properly trained office staff can assist students with basic first aid treatment; however, office staff is not registered nurse. Students sent to the office or visiting the office claiming that they are ill will be quickly evaluated by the office staff. If a student needs treatment beyond basic first aid, Parent/Guardian will be contacted to pick him/her up.

Illness or Injury during the school day:

If a student becomes ill or injured during the school day, s/he must report to the Main Office. Do not leave the building without permission. Any absence or departure from class that is not first cleared through the office will be considered unexcused.

Illness at Home:

If a student is not physically well prior to the beginning of the school day, the office should be informed and the student should be kept at home.

Medications:

- Medication shall be administered during school hours only if determined by a physician to be necessary and with parental permission.
- All medications must be in the original container.
- The container must be clearly marked with the student's first and last name.
- A "Request for Medication to be Taken During School Hours" must accompany all medication, containing instructions for administration, including exact times and dosages. The "Request for Medication to be Taken During School Hours" will be filed in the student's folder. This form can be obtained from the Main Office. This form shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for the administration changes.
- All medications are to be delivered to the Main Office in their original containers, with the name of the student, medication, dosage, and frequency of administration clearly marked. Extra medication should be picked up by the parent/guardian at the completion of the medication regimen or end of the school year, whichever is earlier. The school is not liable for any medication not picked up after the end of the school year.
- MPS staff shall keep records of medication administered at MPS.
- Medication will be kept in a secure and appropriate storage location at each MPS school and administered per physician's instructions by appropriately designated staff.
- Administration will consult with the parent/guardian and student's medical professionals to establish a written plan for Students with chronic health issues or conditions that require specific medication regimens or health plans, such as diabetes, asthma, etc.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the pupil's medical professional.

Epinephrine Auto-Injectors:

Trained MPS personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. MPS will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or

45

MPS Student/Parent Handbook   2019-20

junior) to meet the needs of its pupils. MPS will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

MPS will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. MPS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

Contagious Diseases:

If, during the course of the year, a child develops any contagious disease or condition, please notify the school immediately so that precautions can be taken and appropriate notifications sent home.

The School reserves the right to notify the municipal bodies and Department of Health if necessary under federal and state laws.

Diabetes Information Sheet:
MPS will provide an information sheet regarding Type 2 Diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of Type 2 Diabetes.
2. A description of the risk factors and warning signs associated with Type 2 Diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 Diabetes should be screened for Type 2 Diabetes.
4. A description of treatments and prevention of methods of Type 2 Diabetes.
5. A description of the different types of diabetes screening tests available.

Oral Health Assessment:
Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement. MPS provides the appropriate forms to incoming students to be completed by the oral health professional to satisfy this requirement. Please see the main office at your MPS school if you need another copy of this form.

Suicide Prevention:

MPS is committed to the safety and wellbeing of all students. Please see a copy of the MPS suicide prevention policy on the MPS website. It is also available at the Main Office.

C. PARENTAL INVOLVEMENT AND SUPPORT

Since your child's education is a continuing process, parent cooperation, support, and assistance are needed if we are to be successful. Together, we can make a positive difference in your children's lives. The following are ways that we can work to fulfill our common goals:

Parents/Guardians are asked to:
- Be a good listener to both your child and the school staff when conflicts arise.
- Be a positive role model for your child.
- Contact the school as necessary.
- Participate as fully as possible in volunteer opportunities, student presentations, parenting programs, special projects, and assembly events.
- Be familiar with MPS student handbook and explain it as necessary.

D. PARENT/TEACHER COMMUNICATION
- Parents are encouraged and are always welcomed to discuss the progress or problems of their children with the school faculty when an appointment is made prior.
- Parents may not disturb a teacher during school hours.
- An appointment is required for all conferences.
- To make an appointment with a teacher, call the main office or email them directly.
- Please do not attempt to have an impromptu conference with a teacher on campus as appointments are mandatory.
- If your question relates to the classroom, please ask the appropriate teacher.
- Any question involving a student's work or behavior must be discussed with the teacher before it is discussed with the administration.
- Parents are expected to make every reasonable effort to cooperate with the teachers and school staff to help their child have a successful educational experience.
- Parents who wish to observe their child's classes need to make arrangements with the teacher whom they like to visit and get approval from administration at least a day prior to their visit.
- Parent/teacher/student conferences are strongly encouraged when an appointment is made prior.

E. HOME VISITS
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students. MPS teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family

46

MPS Student/Parent Handbook   2019-20

visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

- For most students home and school are two different domains. Especially for minority students even the people, languages, foods, rules, duties, and concerns are different in these two worlds. They do not intersect considerably. Parents and the teachers are critical partners in educating the "whole child." However, parent conferences and other school-hosted meetings do not provide sufficient means for the parties to communicate enough and effectively and to show the student that they are on the same team. Home visits are the teachers' attempt to break the virtual border between the partners, which is most of the time successful.

F. CONTACTING YOUR CHILD DURING SCHOOL HOURS

- Parents/Guardians should only contact the main office if they must leave a message for their child in case of an emergency. Students will not be disrupted during school hours for non-emergency reasons. In case of an emergency, the message will be given to the student by office personnel.
- Parents/Guardians should not contact their child's cellular phone during school hours; students are required to turn off all electronic devices, including cellular phones, and put them away and out of sight.

G. VOLUNTEER, VISITATION, SHADOWING, AND REMOVAL POLICY

MPS encourages parents/guardians and interested members of the community to visit MPS and view the educational program, MPS also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, MPS has established the following procedures to facilitate volunteering and visitations during regular school days:

Volunteering Categories and Application Process

A. Certified Volunteers ("C-Volunteers")
   a. Who are C-Volunteers: These are volunteers that would like to volunteer with MPS on an ongoing basis and may have unsupervised exposure or contact with students. Examples may include but are not limited to: classroom volunteers, tutors, field-trip volunteers, etc.

   b. Application Process: C-Volunteers must provide MPS with the following documents:
      - Volunteer Application Form (signed)
      - Volunteer Commitment Form (signed)
      - Fingerprinting and Background Clearance (if volunteering outside of the direct supervision of a credentialed employee)
      - Tuberculosis risk assessment or examination
      - Valid photo I.D. (driver's license, passport, military ID, US or other government identification)

B. Single Event Volunteers ("SE-Volunteers")
   a. Who are SE-Volunteers: These are volunteers that would like to volunteer at MPS for a one (1) days special event or activity and have no unsupervised exposure or contact with students. Examples may include but are not limited to: guest story reader, guest speaker, senior exhibition panel member, etc.
   b. Application Process: SE-Volunteers are not required to submit a volunteer application but must comply with the Volunteering Guidelines below and provide MPS with a valid photo I.D.

Volunteering Guidelines

Parents or guardians who are interested in volunteering must adhere to the following guidelines:

1. Volunteers must arrange volunteering schedule with the classroom teacher and/or MPS Principal or designee, at least forty-eight (48) hours in advance. Volunteering in class may be limited to certain hours or specific assignments as determined by the classroom teacher(s) or MPS administration.

2. For all prospective volunteers (both C-Volunteers and SE-Volunteers), the MPS Principal or designee will review California Megan's Law online database at http://www.meganslaw.ca.gov to ensure that prospective volunteers are not registered sex offenders.

47

MPS Student/Parent Handbook 2019-20

3. Prior to volunteering in the classroom or on campus, the volunteer should communicate with the teacher and/or MPS staff to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.

4. Information gained, overheard, or inadvertently acquired by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality and may not be shared with any individual except with the MPS Principal.

5. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.

6. Volunteer hours are applied to the non-mandatory 10 hours of volunteering requested pursuant to the Charter Petition/Student-Parent Handbook. All parents are encouraged – but not required – to contribute a minimum of 10 hours per year to the school. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged volunteer hours.

7. This Policy does not authorize MPS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation Guidelines

1. Visits during school hours should first be arranged with the teacher and MPS Principal or designee, at least three (3) school days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) school days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the MPS Principal or designee.

2. All visitors shall register in the main office immediately upon entering any school building or grounds when during regular school hours, including immigration enforcement officers. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys), the officer will also be asked to produce any documentation that authorizes school access. MPS shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by MPS. The MPS Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

For purposes of school safety and security, the MPS Principal or designee have designated that each visitor wear a visitor's pass/sticker as a visible means of identification for visitors while on school premises.

3. Except for unusual circumstances, approved in advance by the MPS Principal, MPS visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.

4. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless

48

permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and MPS Principal's advance written permission.

5. Before leaving campus, the visitor shall sign out of the Visitors Log Book in the main office.

6. The MPS Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

7. The MPS Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt MPS' orderly operation. If consent is withdrawn by someone other than the MPS Principal, the MPS Principal may reinstate consent for the visitor if the MPS Principal believes that the person's presence will not constitute a disruption or substantial and material threat to MPS' orderly operation. Consent can be withdrawn for up to fourteen (14) days.

8. The MPS Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the MPS Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

9. Any visitor who is denied registration or has his/her registration revoked may request a conference with the MPS Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the MPS Principal with fourteen (14) days of the denial or revocation of consent. The MPS Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the MPS Principal shall be held within seven (7) days after the MPS Principal receives the request. If no resolution can be agreed upon, the MPS Principal shall forward notice of the complaint to the MPS Board of Directors. The MPS Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.

10. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the MPS Principal or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.

11. The MPS Principal or designee shall seek the assistance of the police in managing with or reporting any visitor in violation of this Policy.

Shadowing Guidelines

Shadowing gives parents and students an opportunity to observe instruction during an ordinary school day and can help open dialog between parents and students about school. Parents are welcome to shadow their children, that is, to follow them through their school day. In order to maximize the benefits of shadowing, we request that parents adhere to the following guidelines:

- Follow the above procedure for providing three (3) school days advance notice of your visit, signing in at the main office when arriving at MPS, and obtaining a visitor's pass/sticker. Notice of your visit and intent to shadow should be provided by completing the Shadow Request Form, below, and submitting it to MPS at least three (3) school days in advance of your visit.
- Shadowing is not a time for parent/teacher conferences. If you desire a conference, please make prior arrangements with your child's teachers.
- To preserve the academic environment, please do not take part in the lesson unless invited to do so by the teacher. Do not visit with your child or other students during class time. At no time may visiting parents address other students directly. Visitors are not allowed to record audio or video, or take photos. Should you have any concerns, report them to the MPS administrators.
- Meet with MPS administration to debrief your visit.

MPS Student/Parent Handbook   2019-20

MPS administration has the right to withdraw consent for a visitor to be on campus, as described above. All persons making the visit shall be deemed to have waived claims against the school for injury, accident, illness, or death occurring during or by reason of visit.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than $500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.

3. Disruptive conduct may lead to MPS' pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

H. SCHOOL INFORMATION SYSTEM

Parents, as well as students, will have access to their child's grades in each class, missing/incomplete/ upcoming assignments, upcoming tests/projects, discipline, communication log, and teacher contact information. Each parent will be provided with a username and password to have access throughout the school year, 24 hours a day.

All discipline entries will remain on SIS for the entire year.

I. PHONE USE

In case of emergency, students may go to the office with a hall pass from a teacher.
Please note: The office phone is for emergency calls only.

J. NEWSLETTER

- Communications regarding school activities from faculty to parents/guardians and students will be sent home periodically.
- Copies of the newsletter are available at the school office.

K. ELECTRONIC DEVICES

MPS policy regarding possession of cellular phones, any personal electronic devices, IPods, MP3 players, cameras, video cameras, laptops, and recording devices is as follows:

- From the moment a student arrives on campus to the time that the student leaves the campus, the power of the electronic device must be turned off and all devices are to be out of sight, secure with the student's belongings in a backpack or purse. The duration of the non-permitted use includes before school on school grounds, instructional time, passing periods, lunch time, and tutoring. At no time, shall the educational program or school activity be interrupted.
- The school is not liable if such devices are damaged, lost or stolen. The use of these devices or their ringing/vibrating during school time will be considered a disruption of school activities and subject to disciplinary action which will include confiscation and discipline entry.
- All confiscated devices will be returned to the parent/guardian accompanied by the student at the end of the school day.

L. LOST AND FOUND

There will be a lost and found box in the school. If you find books, clothing, or personal items on school grounds, please bring the items to the main office. Items not picked up will be donated monthly.

M. PE LOCKERS

- When available, lockers are provided for physical education class during that period only.
- Lockers are not assigned to students.
- The lockers are school property; anything placed in them or brought to campus is subject to inspection at the discretion of the administration.
- Students are responsible for all items in their locker.
- Students may be provided with a lock or allowed to bring a lock for their gym lockers and use it for the period with the condition of removing them daily. Please check with the school administration for specifics.

MPS does not accept any responsibility for stolen or lost money, clothing, valuables or other articles.

N. TEXTBOOKS

Textbooks and workbooks are issued at teacher's discretion. Students may be assigned a set of textbooks in addition to a classroom set. Students are responsible for the care of all textbooks and workbooks. Books are to be returned to the school in

50

MPS Student/Parent Handbook   2019-20

good condition at the end of the school year or at the time a student transfers out to another school.

Students will be required to report any damages to the textbooks to their classroom teachers. Parents/Guardians will be held responsible for the loss or willful cutting, defacing, or otherwise damaging of MPS textbooks, up to an amount not to exceed $10,000 (ten thousand dollars), adjusted annually for inflation.

O. MEAL PROGRAM
- MPS participates in the National School Lunch Program. Applications for free or reduced price meals are included in the enrollment packets to all families and can also be obtained on the MPS website and in the main office of each MPS school. All families are encouraged to complete the application form in order to include as many eligible students as possible.
- Students are responsible for adding funds to their meal account if they pay reduced or full price.

P. EARTHQUAKE AND MAJOR DISASTER PROCEDURES
- Parents may contribute to supply ten dollars ($10) to cover the cost of a survival kit to be kept at school and used in case of emergency.
- In the event of a fire, major earthquake or major disaster, students are to be evacuated to the assigned area by MPS.
- If the local public schools announce that the students will be dismissed, MPS will do the same.
- Parents are to remain in assigned area and sign out their child with the appropriate staff member because MPS has to account for all students.
- MPS Emergency Dismissal/Evacuation Card information must be updated with any change in information by parents/guardians as soon as it occurs.

Q. STUDENT TRANSFER
- Any student transferring out of Magnolia Public Schools must complete the "Student Transfer Form" which can be obtained from the main office. The form must be completed prior to a student transferring. It is the parent/guardian's responsibility to complete the form. The school is not responsible for having it completed.
- It is the student's parent(s)/guardian(s) responsibility to contact the school that student will be transferring to. It is the parent's responsibility to make all necessary arrangements for a successful transfer.
- If a student will be transferring to another school for the following school year, the parent is still responsible to inform the main office before the last day of school, or last day of attendance.

- All textbooks must be turned in before the last day of attendance in order to complete a successful transfer. Parents/Guardians are responsible to pay for the loss, or willful cutting, defacing, or otherwise damaging of MPS textbooks, up to an amount not to exceed $10,000 (ten thousand dollars), adjusted annually for inflation.
- The application of these obligations are enforced notwithstanding any contrary provisions of law applicable to homeless students or foster youth,

R. HOMELESS STUDENTS
It is the policy of MPS that homeless students are provided with a full and equal opportunity to succeed and receive an education. "The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Homeless Liaison.

School Liaison: The Principal of each MPS school site shall serve as the Homeless Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

> Principal
> Contact address and phone number of your
> MPS school on Page 3

The Homeless Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at MPS.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs

51

MPS Student/Parent Handbook   2019-20

(including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by MPS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the MPS charter, and Board policy.

7. Parents/guardians are fully informed of all transportation services, as applicable.

8. School personnel providing services receive professional development and other support;

9. The School Homeless Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The complete copy of the MPS policy is available at the main office.

S.   DRESS CODE

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. This uniform policy will be enforced from the very first day of school. Please cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on your understanding and your parents' and/or guardians' support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that you follow these additional guidelines in terms of uniform appearance and personal appearance. If you are still unsure about how you should look, or how the uniform should fit, check with administration. Religious head coverings shall be permitted. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.**

If a student is unable to wear the school uniform to school due to extenuating circumstances, communicate with the school administration to obtain written permission.

Free Dress & Theme Dress Days Code:

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be form fitting, revealing, or transparent.

- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

- T-shirts are acceptable; however, printing on clothing must be suitable for school, no inappropriate image(s) or language may be displayed. The administration has discretion in determining appropriateness of images or language on clothing.

- Mini-skirts, skirts, and short shorts are not allowed. Jeans may be worn during free dress days but cannot be tight fitting or baggy.

- Midriffs, backless or side less shirts or dresses, halter tops, or tank tops with less than a 1 inch strap are NOT allowed.

- Hats, gloves, bandanas, or sunglasses are not permitted to be worn in school, except for religious head coverings.

- Neatness and good grooming is required.

52

MPS Student/Parent Handbook

2019-20

MPS STUDENT UNIFORM POLICY

BOTTOM	Pants, shorts, skirts, skorts, or capris are acceptable. **Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.** **Belts (required for all variations of dress uniform):** • Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal). • The buckle may only have one catch. • Belt must be of correct waist size, so that there is minimal excess length (less than five inches). • Any excess length of belt must be tucked through a belt loop and may not hang down.	**Pants/Skirts/Skorts/Shorts:** • May not be baggy or tight fitting. May not be rolled at waist. Waist size must be same as student's waist size. Top of garment must be at or above hip bone. • Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides. • Skirts that are above the top of the kneecap should be worn with leggings/tights, and must be no shorter than the longest fingertip. • Pants may not be made from legging or jegging material. • Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. • The bottom of the skirt, skort, and/or shorts must be no higher than 1 inch above the middle of the kneecap when the student is standing. • Socks may not be worn over pants. • Rubber bands are not allowed on the bottom of pants or ankles. • No jean/denim style pants. • No Cargo pants/shorts. • Must have a built in pocket not a sewn on pocket.
TOP	White, gray, black or navy blue polo shirts must have the school logo. They may be either short or long sleeved. Hoods may not be worn at school. Top of garment must be no lower than the level of the navel when student is standing. Top of garment must be at or above hipbone when student is standing up.	**Undergarments:** • Should not be noticeable through or outside of clothing, tops and bottoms. **Uniform:** • Woven Shirt or Polo Shirt must be tucked in neatly at the waist at all times on campus, inside and outside. These shirts may not fit tightly or be baggy. • Undershirts must be short-sleeved if worn. • The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned. • Under shirt may not hang out of sleeves.
FOOTWEAR	• The majority of the shoe must be black, brown, white or gray. Small logos are acceptable. (Shoes must be closed toe.) • "Athletic" shoes for the dress code must be completely black, white or brown. • Plain, unadorned socks or tights (for girls) must always be worn. Color of socks or tights: Black, dark brown, navy blue, or white No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.	**Shoes:** • Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoe laces must match shoes and be in solid color.
PE UNIFORM	TOP: Students will wear a solid gray t-shirt, preferably with the MPS logo. MPS sweatpants and MPS sweatshirts may also be worn during PE. BOTTOM: Properly fitting navy shorts of comfortable length for active participation. Waist size of shorts must be appropriate to student's waist size. The same rules which apply to the level at which the tops of the dress pants are worn, also apply to PE shorts. FOOTWEAR: Any athletic shoes suitable for basketball, tennis, and field sports. PE shoes may be the same black athletic shoes discussed in the dress uniform section.	

53

MPS Student/Parent Handbook   2019-20

		Jewelry and Accessories/Cosmetics:

OUTERWEAR	Hats, hoods, caps, and other headgear may not be worn in school buildings, except for religious head coverings. No gloves or finger lacing of any sort are allowed.
	
	For colder weather:
	
	• MPS Navy Crew-Neck and zip V-Neck Sweatshirt, and Jackets are recommended and preferred to be worn on campus, inside and outside.
	
	• Sweatshirts and jackets must be solid navy blue or gray.
	
	* * *
	
	If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school's administration.
	
	* * *
	
	Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues.
		• Should be modest, appropriate for school, and not attract undue attention.
		• Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
		• No "glitter", decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform.
		• Facial, tongue, and body piercing are not allowed.
		• Bracelets: Must be tasteful and not attract undo attention.
		• Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
		• Cosmetics must be appropriate for school and not attract undue attention.
		
		   • No brightly colored or glitter eye shadow, or blush.
		   • Mascara and eyeliner should be minimal.
		   • Lipstick should be a natural color.
		   • Earrings must be studs or one (1) inch hoops and worn on earlobe.

54

MPS Student/Parent Handbook   2019-20

USE OF SECURITY CAMERAS AT MAGNOLIA PUBLIC SCHOOLS

The Board of Directors ("Board") of Magnolia Public Schools ("MPS" or the "School") recognizes the value in protecting the health, safety, and welfare of students and staff, and in protecting the community's investment in School owned or leased property and facilities. Upon carefully weighing the privacy rights of students and staff against MPS' duty to provide a safe, secure, and orderly learning and work environment, the Board has resolved to authorize the limited use of security cameras at MPS schools, in school buildings, and upon school grounds pursuant to the following restrictions:

Security Monitoring System

1. "Security Monitoring System" refers to the School's network of security cameras, equipment, and recorded footage.

2. Security cameras may be installed in any public area within a School building and/or upon School grounds where people have no reasonable expectation of privacy including, but not limited to, in classrooms, hallways, cafeterias, libraries, computer labs, parking lots, auditoriums, break rooms, weight rooms, and gymnasiums.

3. Security cameras may not be installed in any area in which individuals possess a reasonable expectation of privacy, such as in restrooms, locker rooms, or private offices.

4. The precise location of security cameras shall be determined by MPS or by the School-site principal with the approval of the Chief Executive Officer ("CEO"). Input from staff members may be sought to determine the most beneficial locations for security cameras. A diagram showing the wiring of the local server for the security monitoring system at the school site shall be shared with the Board prior to the installation of the security monitoring system.

5. Under no circumstances shall MPS' security cameras record, or be equipped to record, audio data. Further, MPS' security cameras are not intended, and shall not be used, for viewing of live footage. Instead, security camera footage shall be recorded to a digital file. Authorized personnel may view security camera footage by accessing the pre-recorded footage saved to a digital file.

6. Security camera footage may be used as evidence in a staff or student disciplinary matter and/or to provide evidence of any unlawful activity in and around School grounds.

7. Absent a reported incident, security camera footage will be erased after thirty (30) days.

8. Under no circumstances will employees make unauthorized copies or duplicates of security camera footage.

9. Any violation of this policy may result in student discipline in accordance with the Parent Student Handbook, or employee discipline, up to and including termination, in accordance with the Employee Handbook.

10. MPS shall notify stakeholders of the use of security cameras on campus in accordance with the law and the requirements outlined in this policy.

Treatment of Recordings

Authorized Personnel

Only authorized MPS employees may access or operate the security camera system. The footage will only be reviewed by authorized employees if a safety or security incident or suspected incident or situation arises and a review of the footage is appropriate. Absent a qualifying safety or security related incident or suspected incident, the security camera footage shall not be reviewed, unless express permission to review the footage is given by the CEO or the Board President. In cases of a malfunction to the security monitoring system, the footage may be accessed to determine functionality.

Security camera footage may only be viewed in the presence of two (2) authorized persons, which shall include the Principal of the School-site and a second person authorized by the CEO. Alternately, the two (2) authorized persons may be configured as the Board President and a second person authorized by the Board President. Both authorized persons must be physically present with two (2) different unique access keys to access the footage.

Any other parties wishing to view the security camera footage shall first obtain the written consent of the CEO, and must meet the requirements of this policy, unless otherwise required by the law, or a court of competent jurisdiction.

Data Storage

Security camera footage shall be stored in a secure location and shall only be accessed by authorized personnel. Security camera footage shall be password protected/encrypted under the direction and support of the MPS IT Director. Additionally, such footage will be stored on a local wired server which will not be connected to an outside server.

Footage of incidents captured by security cameras located on school property may constitute a part of a student's educational record, subject to relevant Board policies and administrative regulations, including applicable record retention policies. Upon the report of an incident or possible incident, only those persons with a legitimate educational purpose shall be permitted to view the recordings, and these requests must be made in writing and approved by the CEO prior to the footage being viewed by such parties. In most instances, the persons with a legitimate purpose will be the CEO, School-site principal, authorized administrative staff, and

55

MPS Student/Parent Handbook   2019-20

authorized MPS area education agency staff members.

Record Keeping

The Principal shall keep a written log of all persons who review the security camera footage at their School-site, including the date and time stamps of the footage under review, the name of the individuals viewing the footage, the date and time the footage was viewed, and the purpose for which the footage was viewed. If the content of the recording becomes the subject of a student or employee disciplinary proceeding, it may be treated like other evidence in that proceeding.

Security camera footage will be stored for thirty (30) days, unless the Principal, CEO, Board President, or other state or federal agency requests that specific footage be preserved for a longer period, in which case the applicable footage will be saved and protected with the same degree of security that other security camera footage is protected. No unauthorized copies of footage or duplicates may be made.

Parents/Guardians may request to view recordings of their children only in the event the recordings are used in disciplinary proceedings involving their children, and such requests must be made in writing by the Parent/Guardian pursuant to the School's Family Educational Rights and Privacy Act ("FERPA") Policy. Any such request shall be processed pursuant to the School's FERPA Policy and in accordance with any other applicable law. If a Parent/Guardian's request is granted, the faces of other students shown in the recording, who are not children of the requesting parent, will be removed and/or blurred out in order to protect their identities.

In the event footage is used in an employee disciplinary matter, the employee may be given access to the relevant footage at or before the time of discipline. This does not create a right of employees to access or review any other security camera footage.

Under no circumstances will the MPS' security camera footage be duplicated and removed from MPS property except in accordance with this policy, a court order, and/or a valid subpoena.

Notification

MPS shall post security camera signage at all campus and facility entrances disclosing the use of security camera equipment on the premises. Additionally, MPS Home Office shall provide the following annual written notice to students and parents at the affected school-sites:

Dear Students and Parents:

This letter from Magnolia Public Schools ("MPS") is to inform you of the decision by the MPS Board of Directors to authorize the use of security cameras in public areas of your campus, including in and around School

buildings and on School property, including inside School classrooms. The purpose of this program is to promote and maintain a safe, secure, and healthy environment for all students and staff. Private areas of campus, such as restrooms and locker rooms, will not be subject to security camera recording. Additionally, MPS will post signage indicating the areas of campus where security cameras are in use.

This notice hereby notifies students and parents that the video recordings will only be retained if necessary for use in a student disciplinary proceeding or other matters, to the extent permitted by law and as determined necessary by the MPS administration. Further, this notice hereby notifies Students and parents that the content of video recordings may be used in a student's disciplinary proceeding and may be referred to local law enforcement, as appropriate. The content of the video recordings may be a confidential student record and, if so, will be retained with other student records and will be subject to the Family Educational Rights and Privacy Act ("FERPA") requirements.

Parents/Guardians may request to view recordings of their children only in the event the recordings are used in disciplinary proceedings involving their children, and such requests must be made in writing by the Parent/Guardian pursuant to the School's FERPA Policy. Any such request shall be processed pursuant to the School's FERPA Policy and in accordance with any other applicable law. If a Parent/Guardian's request is granted, the faces of other students shown in the recording, who are not children of the requesting parent, will be removed and/or blurred out in order to protect their identities.

Security cameras will not be used to record audio, and footage will be kept private and destroyed after thirty (30) days, unless the preservation of the footage is otherwise needed as discussed above.

Tampering

Students and employees are prohibited from tampering with the MPS' security cameras, systems, and/or footage. "Tampering" includes any unauthorized use, access, or physical damage to the system caused by the student or employee. Students found in violation of this policy will be disciplined in accordance with MPS policies. Any employee found to have tampered with MPS security monitoring system may be disciplined, up to and including termination, and they may also be liable for any damage to the system.

56

MPS Student/Parent Handbook   2019-20

STUDENT TECHNOLOGY USE POLICY AND AGREEMENT

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Magnolia Public Schools ("Charter School") offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

The Charter School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services on campus and may have teacher aides, student aides, and volunteers assist in this supervision.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Charter School computers with Internet access. The Principal or designee shall

57

MPS Student/Parent Handbook

2019-20

oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The

student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
    a. Playing games or online gaming.
    b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
    c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
    d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
    e. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.
    f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
    g. Participating in political activities.
    h. Conducting for-profit business.
    i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
    j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
    k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
    l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff

58

MPS Student/Parent Handbook   2019-20

to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the MPS student discipline policy and applicable laws.

9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

   MPS promotes the use of networked computer technology in its instructional program in order to facilitate learning and teaching. Towards this end, students may be provided with a "device" (computer, laptop / iPad / Chromebook, etc.) for educational activities at school and home. MPS will make every effort to ensure that the MPS technology services are used responsibly by students. Students are expected to act in a responsible, ethical and legal manner in accordance with this Agreement, accepted rules of network etiquette, and Federal and State law. Following are some safekeeping instructions for MPS-provided devices. As applicable, students shall:
   - Bring their MPS device to school every day, fully charged;
   - Never leave the MPS device unattended;
   - Never loan the MPS device to other individuals;
   - Know where the MPS device is at all times;

- Store the MPS device in the bag/case if provided by MPS; otherwise students are encouraged to purchase protective covers/cases for their devices;
- Store and use the device in a safe location and environment to avoid loss or damage to the device;
- Not remove the Asset Tag or other school property identifiers;
- Charge the MPS device's battery daily;
- Keep food and beverages away from the MPS device;
- Only use a soft cloth or approved screen cleaning solution to clean the screen of the device;
- Not disassemble any part of the MPS device or attempt any repairs;
- Not place decorations (such as stickers, markers, etc.) on the MPS device;
- Understand that the MPS device is subject to inspection at any time without notice and remains the property of MPS;
- Notify MPS by the next school day in the event of loss or damage to the device;
- File a police report in case of theft, vandalism, and other acts covered by MPS' insurance;
- Return the device to MPS when requested by the Technology Department for maintenance and upgrades;
- Return the MPS device and accessories upon demand, upon termination of enrollment and/or at the expiration of the school year in good working condition;
- Be aware that they may be held accountable for damage to a laptop resulting from "user abuse." Examples of "user abuse" include, but are not limited to, the following: leaving cables plugged in when storing the device in the carrying case which can cause broken connectors or ports; using the carrying case/sleeve for carrying textbooks, etc.; eating or drinking while using the device, resulting in damage to the device; storing the device for prolonged periods while in "stand by" or "sleep" mode (overheating can occur).

WAIVER OF PRIVACY RIGHTS

Users of the MPS technology services expressly waive any right of privacy in anything they create, store, send, or receive on the MPS device or through the Internet or any other computer network. Users consent to allowing MPS to access and review all materials users create, store, send, or receive on the device or through the Internet or any other computer network. Users understand that MPS monitors the use of its computer resources.

DISCLAIMER

Electronic information available to students does not imply endorsement of the content by MPS, nor can

59

MPS Student/Parent Handbook   2019-20

MPS guarantee the accuracy of information obtained on the Internet.

MPS makes no warranties of any kind, whether expressed or implied, with respect to the information technology services it provides. MPS will not be responsible for damages resulting from the use of MPS device and MPS information technology services, including, but not limited to, loss of data resulting from delays, non-deliveries, missed deliveries, service interruptions.

MPS shall not be responsible for any charges or fees resulting from access to the internet or internet resources which are not authorized in writing by MPS.

SIGNATURES

After reading the Student Technology Use Policy and this Acceptable Use Agreement, please note that your signature on the MPS Acknowledgement of Student Handbook page at the end of this Handbook indicates that you agree to the terms and conditions provided here. Please note, the signature of both the parent/guardian and student are mandatory before access may be granted to the technologies available at MPS. This document, which incorporates the Use Policy and procedure, reflects the entire agreement and understanding of all parties.

TITLE I INFORMATION:

MPS receives Title I funding and is therefore required to provide certain information to parents as well as develop, with parental input, a Parent Involvement Policy. Please see below for these required notices and Policy.

Teacher Qualifications

Parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals to parents upon request.

PARENT INVOLVEMENT POLICY

I.   Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education.   To that end, the **Magnolia Public Schools (MPS)** (the "LEA") has adopted this parent involvement policy in order to promote learning and provide a more positive learning experience for the students of its schools.[1]   This policy has also been

---

[1] Within this policy, the word "parent" is employed.   This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

submitted to the California Department of Education with the LEA's Consolidated Application.

II.   Involvement in Drafting the LEA Plan

Parents will be involved in the development of the LEA/SSD plan, Single Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, the LEA will submit California Department of Education ("CDE") –required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA plan and submit comments.

If the LEA/SSD plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA/SSD plan when it is submitted to the CDE.

III.   Involvement in School Review and Improvement

All parents will be involved, to the extent applicable, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents.

In addition, the parents of participating children will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Identification of a school for improvement: Before the LEA identifies its school for improvement, for corrective action, or for restructuring, it shall provide the parents of all children enrolled in the school with notice of an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based. If the **Principal** of the school believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the **Principal** may provide supporting evidence to the LEA, which shall consider that evidence before making a determination.

School plan: Parents of participating children will be involved in the development and/or revision of a school plan required of the school identified for improvement, corrective action or restructuring, which plan shall be approved by the LEA in accordance with the Every Student Succeeds Act (ESSA).

Notice required after school identification: If the LEA's school is identified for improvement, corrective action or restructuring, the LEA will promptly provide to all parents of children enrolled in the school (in an understandable and uniform format, and to the extent practicable, in a language the parents can understand), a notice containing the following:

➢   An explanation of what the identification means, and how the school compares in terms of academic achievement to other

60

MPS Student/Parent Handbook   2019-20

elementary or secondary schools served by the LEA and the CDE;

➢ The reasons for the identification;

➢ An explanation of what the LEA or the CDE is doing to address the problem of low achievement;

➢ An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and

➢ As applicable, an explanation of the parents' option to transfer their child to another public school under the control of the LEA, return to their district of residence or to obtain supplemental educational services for the child.

Information regarding corrective action taken: The LEA shall publish and disseminate information regarding any corrective action taken at a school to parents of each student enrolled in the school in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Restructuring: Whenever a school fails to make adequate yearly progress after 1 full school year of corrective action or when the LEA is required to implement alternative governance, the LEA shall provide prompt notice to parents and provide parents with an adequate opportunity to comment before taking any action and to participate in developing any plan required by ESSA.

IV.   Coordination, Technical Assistance, and Other Support

The LEA will provide the coordination, technical assistance and other support necessary to assist its participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance in the following ways:

➢ The LEA will reserve funds to the school for parent involvement activities as required by law;

➢ The LEA (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.

➢ The LEA will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

V.   Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are

invited and encouraged to attend. The School will hold additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

VI.   Notice

Within **60** days of the beginning of school, the School will send **[e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets]** a notice to **[if in a targeted assistance school]** [parents of participating children] **[or if in a school with a school wide program]** [all parents] containing, but not limited to, the following information:

➢ Information about Title I, Part A programs;

➢ An explanation of the requirements of Title I, Part A programs;

➢ A description of the rights parents have for participation in Title I, Part A programs;

➢ A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy, and if applicable, the schoolwide program.

➢ A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;

➢ An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.

➢ A copy of the most current Parent Involvement Policy and a feedback form for parents to comment on its content.

With this notice, the School will include a survey for parents to complete identifying whether they will require transportation, child care or home visits in order to participate in the parental involvement program of the School. If there is sufficient need for transportation or child care at any of the parental involvement activities identified in this policy, the School may provide such services and notify the parents of such provided services.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

VII.   Title I, Part A Program Involvement

61

MPS Student/Parent Handbook   2019-20

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan, the School will involve parents of participating students as follows:

➢ The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.

➢ Parents not attending the Family Learning Nights will be contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.

➢ The School will publish a regular Newsletter with notification of upcoming participation opportunities.

➢ The School will create a School Site Council (SSC) where it will plan, review and improve Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan. The SSC will meet at the School and will consist of:

Category (a):

▪ The principal

▪ 4 teacher representatives selected by teachers at the school

▪ 1 other school personnel selected by peers at the school

Category (b):

▪ 3 parents of students attending the school selected by such parents

▪ 3 students selected by students attending the school

The SSC shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852)

Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

➢ Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan and recommend any changes.

➢ **At least one** of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.

➢ If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within **48 hours**.

➢ If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA.

VIII.   **Building Capacity for Involvement**

A.   **Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement**

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

➢ The LEA will encourage parents to serve on its board of directors;

➢ The LEA will seek input from the Parent/Guardian Club and the SSC on ways to assist parents to understand the Standards and Requirements.

➢ The LEA will encourage parents to serve on its board committees.

➢ The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State

62

MPS Student/Parent Handbook   2019-20

student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.

➢ Regular meetings will be held by the LEA at each school, at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.

➢ The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.

➢ Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. **Helping Parents to Work with their Children**

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

➢ **Student-Teacher Status Portal:** MPS uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

➢ The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.

➢ The LEA will provide annual seminars on parenting skills and parent-child communication.

➢ The school's psychologist will work with parents to better understand their children and the issues facing them.

➢ The LEA will train parents how to tutor their children in the school.

➢ Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.

➢ One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

C. **Education on Parent Involvement**

The LEA will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the LEA's schools, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

➢ **Home Visits:** Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school.[2] Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

---

[2] Source: http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml

63

MPS Student/Parent Handbook   2019-20

> A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.

> A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

D.   Other Optional Parent Participation

The LEA will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the LEA will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the LEA.

The LEA will adopt and implement model approaches to improving parental involvement.

The LEA will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

IX.   Coordination with Other Programs

If applicable, the LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Early Reading First, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The LEA will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

X.   Annual Evaluation

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA.   The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

XI.   School-Parent Compact

At the beginning of each school year, the School will enter into School-Parent Compacts with parents of participating children.   The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

XII.   Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The LEA shall implement an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

> The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.

> The LEA will provide language translators at parent meetings to the extent practicable.

> The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.

> The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.

64

MPS Student/Parent Handbook 2019-20

➤ **English Learner Advisory Committee:** The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at the LEA when the School has 21 or more students of LEP.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

➤ The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.

➤ Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.

➤ Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

XIII. Notices

In accordance with law, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

➤ Annual report card;

➤ A notice regarding the professional qualifications of the student's classroom teachers;

➤ The notice regarding language instruction programs;

➤ Any other notices required by law.

XIV. Miscellaneous

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA will provide other reasonable support for parental involvement activities as requested by parents.

SCHOOL-PARENT-STUDENT COMPACT

This School-Parent[3]-Student Compact is adopted by the Magnolia Public Schools (MPS) (hereinafter "School") and is intended to outline how parents, the entire School staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards. To this end, the School, the Parent, and the Student roles are outlined as follows:

I. School Responsibilities

➤ The School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through aligned curriculum and rigorous assessment.

➤ The School will provide a variety of support programs to enhance instruction at all grade levels.

➤ The School will send frequent reports to parents on their child's progress.

➤ The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.

➤ The School will grant parents reasonable access to staff by appointment through the office.

➤ The School will provide parents with the ability to observe classroom activities by appointment through the office.

II. Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

➤ I will take a positive and active role in supporting my student's education.

➤ I will make certain my student attends school regularly and on time.

➤ I will notify school when child is absent and provide appropriate documentation.

➤ I will ensure that my student follows the school attendance policy and dress codes.

---

[3] Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

65

MPS Student/Parent Handbook   2019-20

- ➢ I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- ➢ I will notify office immediately if there is a change of home address or phone number.
- ➢ I will set aside a specific time and place for my student to do homework.
- ➢ I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- ➢ I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- ➢ I will set up a college bound environment at home and support my student through the college admission and scholarship finding process.
- ➢ I will emphasize my child adhere to the MPS Discipline Code at all times.
- ➢ I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- ➢ I will follow through with any problem behaviors noted by the School.
- ➢ I will attend orientation meetings prior to the start of School.
- ➢ I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- ➢ I will review information and work sent home and/or posted on-line for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- ➢ I will review progress reports that are sent by the School and respond as necessary.
- ➢ I will encourage positive attitudes toward school.
- ➢ I will talk with my student about what he/she is learning.
- ➢ I will expect and encourage my student to be focused on learning.
- ➢ I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- ➢ I will assure that my child do not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- ➢ I will pay for any damages to materials and/or property incurred by student.
- ➢ I will assure that students do not bring destructive materials to school (markers, paint, etc.)

- ➢ I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- ➢ I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- ➢ I will complete and return all necessary school forms and documents on time as requested by school officials.
- ➢ I will try to volunteer at School when requested.

III.   **Student Responsibilities**

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- ➢ I will come to school dressed in uniform every day and on time.
- ➢ I will be prepared for all my classes with all required materials.
- ➢ I will complete class work and homework on time.
- ➢ I will do all the homework assigned to me the best way I can and ask for help when needed.
- ➢ I will strive consistently to give my best, and to make my best academic progress.
- ➢ I will act responsibly and respectfully at all times and towards all members of the school community.
- ➢ I will follow all school rules.
- ➢ I will obey the School's Code of Conduct.
- ➢ I will respect my property, that of others, and that of the School.
- ➢ I will take good care of my books, and other materials the School allows me to use.
- ➢ I will serve my community.

66

MPS Student/Parent Handbook   2019-20

INTERNAL COMPLAINT PROCEDURES

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the CEO or Board of Directors to express their work-related concerns. Please use the Internal Complaints Policy Form following this Policy to file complaints. A copy of this Policy and Complaint Form are also available in the main office of each MPS school.

Specific complaints of unlawful harassment are addressed under the School's "TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY."

a)   Internal Complaints:

(Complaints by Employees Against Employees)

This section of the policy is for use when an MPS employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with your immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or the CEO (or designee) for MPSCO employees):

- The complainant will bring the matter to the attention of the Principal (or the CEO (or designee) for MPSCO employees) as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
- The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or the CEO for MPSCO employees) (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the CEO (or designee.) The CEO (or designee) will then investigate the facts and provide a solution or explanation;
- If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

b)   Policy for Complaints Against Employees:

(Complaints by Third Parties Against Employees)
This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or the CEO (if the complaint concerns the Principal) or the Board President (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Principal (or the CEO (or the Board President)) (or designee) shall abide by the following process:

- The Principal (or the CEO) (or designee) shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Principal (or the CEO) (or designee) shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain the facts relating to the complaint.
- In the event that the Principal (or the CEO) (or designee) finds that a complaint against an employee is valid, the Principal (or the CEO) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the CEO) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the CEO's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements:

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process. Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MPSCO employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

67

MPS Student/Parent Handbook   2019-20

INTERNAL COMPLAINT PROCEDURES FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

Name of Person(s) you have a complaint against:_____

_____

List any witnesses that were present:_____

_____

Where did the incident(s) occur?
_____

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____
_____
_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

68

MPS Student/Parent Handbook   2019-20

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

MPS believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, MPS prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, MPS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which MPS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. MPS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

> Chief Executive Officer
> Magnolia Public Schools
> 250 E. 1st St., Ste. 1500
> Los Angeles, CA 90012
> Phone: (213) 628-3634

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis

- Retaliation for reporting or threatening to report harassment

- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by MPS.

MPS is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:

  - Rape, sexual battery, molestation or attempts to commit these assaults and

MPS Student/Parent Handbook   2019-20

- o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body

- Unwanted sexual advances, propositions or other sexual comments, such as:
  - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
  - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
  - o Subjecting or threats of subjecting an employee or student to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the employee's or the student's sex

- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
  - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
  - o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
  - o Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by MPS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
   a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or

70

MPS Student/Parent Handbook

2019-20

more of the effects as listed in the definition of "bullying," above.

b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. An act of "Cyber sexual bullying" including, but not limited to:

a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is

safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

MPS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of MPS, the Coordinator or administrative designee will promptly initiate an

71

MPS Student/Parent Handbook

2019-20

investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when she the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Student/Family Handbook.

72

MPS Student/Parent Handbook   2019-20

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

73

MPS Student/Parent Handbook   2019-20

UNIFORM COMPLAINT PROCEDURES (UCP)

POLICIES AND PROCEDURES

a.   Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by Magnolia Public Schools (MPS) of federal or state laws or regulations governing educational programs, including non-compliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP).

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

b.   The Responsibilities of MPS

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations.

We shall investigate and seek to resolve, in accordance with our UCP process, any complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by MPS that are subject to the UCP.

MPS developed the UCP process with policies and procedures adopted by our governing board.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training (State)
- Career Technical Education (Federal)
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

- Allegations of child abuse shall be referred to County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

- Health and safety complaints regarding a Child Development Program shall be referred to Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.

- Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).

74

MPS Student/Parent Handbook

2019-20

- Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

c. Pupil Fees

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

d. The Local Control Accountability Plan

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) Section 52060(d).

e. The UCP Annual Notice

We ensure annual dissemination of a written notice of our complaint procedures to all students, employees, parents or guardians of its students, school advisory committee members, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

Our UCP Annual Notice shall also include information regarding the requirements of EC Section 49010 through 49013 relating to pupil fees and information regarding the requirements of EC Section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

f. UCP Complaint Investigation

The position responsible to receive and investigate UCP complaints and ensure our compliance in our agency is:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

The position responsible to receive and investigate UCP complaints and ensure our compliance in our agency is knowledgeable about the laws and programs assigned to investigate.

MPS will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC Section 200 and 220 and Government Code (GC) Section 11135, including any actual or perceived characteristics as set forth in Penal Code (PC) Section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

All complainants are protected from retaliation.

We advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

g. UCP Complaint Resolution

If MPS finds merit in a complaint regarding Pupil Fees, Local Control and Accountability Plans (LCAP), Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in our school district and pupils in military families, Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and Physical Education

75

Instructional Minutes (grades one through eight), we shall provide a remedy.

The remedy shall go to the affected pupil in the case of complaints regarding
- Course Periods without Educational Content,
- Reasonable Accommodations to a Lactating Pupil, and/or
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in our school district and pupils of military families.

The remedy shall to go all affected pupils and parents/guardians in the case of complaints regarding
- Pupil Fees,
- Physical Education Instructional Minutes and/or
- Local Control and Accountability Plans.

A pupil fees complaint may be filed with the principal of a school or our CEO or his or her designee.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.

We ensure an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

We will provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by MPS to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

The complaint will be investigated and a written report with a Decision will be issued to the complainant by us within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This report will contain the following elements:
  i. The findings of fact based on the evidence gathered.
  ii. Conclusion of law.
  iii. Disposition of the complaint.
  iv. The rationale for such a disposition.
  v. Corrective actions, if any are warranted.
  vi. Notice of the complainant's right to appeal our Decision to the CDE.
  vii. Procedures to be followed for initiating an appeal to CDE.

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

A complainant may appeal our Decision of a UCP complaint regarding all specified federal and state educational programs subject to the UCP.

h. UCP Complaint Appeal Process

To appeal a UCP complaint Decision the complainant must file a written appeal within 15 days of receiving the Decision to CDE. This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of our Decision are incorrect and/or the law is misapplied.

In addition, the appeal shall be sent to CDE with:

1. A copy of the original locally filed complaint; and

2. A copy of our Decision of this original locally filed complaint.

The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

76

MPS Student/Parent Handbook   2019-20

UNIFORM COMPLAINT PROCEDURES FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

(if applicable) Location/School/Office of Alleged Violation: _____

Note: It is not required to use this form to file a UCP complaint. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

For noncompliance allegation(s), check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ American Indian Education Centers and Early Childhood Education Program Assessments
- ☐ Career Technical & Technical Education and Career Technical; Technical Training (State)
- ☐ Compensatory Education
- ☐ Every Student Succeeds Act/No Child Left Behind (Titles I-VII)
- ☐ Migrant Education
- ☐ Pupil Fees
- ☐ Reasonable Accommodations to a Lactating Pupil
- ☐ Special Education

- ☐ After School Education & Safety
- ☐ Bilingual Education
- ☐ Career Technical Education (Federal)
- ☐ Child Care & Development
- ☐ Consolidated Categorical Aid
- ☐ Economic Impact Aid
- ☐ Local Control & Accountability Plans (LCAP)
- ☐ Physical Education Instructional Minutes
- ☐ Regional Occupational Centers and Programs
- ☐ State Preschool

- ☐ Agricultural Career Technical Education
- ☐ California Peer Assistance & Review Programs for Teachers
- ☐ Child Nutrition
- ☐ Course Periods without Educational Content
- ☐ Education of Pupils in Foster Care, Pupils who Are Homeless, former Juvenile Court Pupils now Enrolled in the District & Children of Military Families
- ☐ School Safety Plans
- ☐ Tobacco-Use Prevention Education

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity

- ☐ Genetic Information
- ☐ Immigration Status
- ☐ Marital Status
- ☐ Medical Condition
- ☐ National Origin
- ☐ Race or Ethnicity

- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

For bullying complaints not based on protected groups and other complaints not listed on this form, contact your school's Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator.")

77

MPS Student/Parent Handbook   2019-20

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.   ☐ Yes   ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

        Chief Executive Officer
        Magnolia Public Schools
        250 E. 1st St., Ste. 1500
        Los Angeles, CA 90012
        (213) 628-3634

MPS Student/Parent Handbook   2019-20

UNIFORM COMPLAINT PROCEDURES (UCP)

ANNUAL NOTICE

Magnolia Public Schools (MPS) annually notifies its students, employees, parents or guardians of its students, school advisory committees, and other interested parties of the Uniform Complaint Procedures (UCP) process.

MPS is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities subject to the UCP:

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training (State)
- Career Technical Education (Federal)
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

Pupil Fees

A pupil fee includes, but is not limited to, all of the following:
- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or our CEO or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in MPS shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Additional Information

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in Education Code Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Contact Information

The position responsible to receive and investigate UCP complaints and ensure our compliance in our agency is:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-3634

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our Uniform Complaint Procedures process shall be available free of charge.

MPS Student/Parent Handbook

2019-20

Magnolia Science Academy-1, 2, 3, and 5 are authorized by the Los Angeles County Board of Education.

Los Angeles County Office of Education (LACOE) Charter School Office (CSO) Contact:

- Los Angeles County Office of Education
  Charter School Office
  9300 Imperial Highway
  Downey, CA 90242
  Office Phone Line: (562) 922-8806
  Comments & Concerns Line: (562) 922-8807
  Office Fax: (562) 922-8805
  Website: www.lacoe.edu

Magnolia Science Academy-4, 6, 7, and Bell are authorized by the Los Angeles Unified School District (LAUSD) Board of Education.

LAUSD Charter Schools Division (CSD) Contact:

- Los Angeles Unified School District
  Charter Schools Division
  333 S. Beaudry Ave. 20th Floor
  Los Angeles, CA 90017
  Main Office: (213) 241-0399
  Fax: (213) 241-2054
  Website: www.lausd.net

Magnolia Science Academy-San Diego is authorized by the San Diego Unified School District (SDUSD) Board of Education.

SDUSD Office of Charter Schools (OCS) Contact:

- San Diego Unified School District
  Office of Charter Schools
  4100 Normal Street, Annex 15
  San Diego, CA 92103
  Main Office: (619) 725-7107
  Website: www.sandiegounified.org

Magnolia Science Academy-Santa Ana is authorized by the State Board of Education (SBE).

California Department of Education (CDE) Charter Schools Division (CSD) Contact:

- California Department of Education
  Charter Schools Division
  1430 N Street, Suite 5401
  Sacramento, CA 95814-5901
  Phone: (916) 322-6029
  Fax: (916) 322-1465
  Email: charters@cde.ca.gov
  Website: www.cde.ca.gov

80

MPS Student/Parent Handbook   2019-20

INFORMAL COMPLAINT PROCEDURES

The ultimate purpose of this informal complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, informal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly.

If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

- At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in three (3) working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of

relevant facts and evidence, and respond to the complainant within ten (10) working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the Chief Executive Officer (CEO) of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached "Informal Complaint Procedures Form" giving details about the complaint and steps taken to resolve it, and contact the CEO of MPS at:

Chief Executive Officer
Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO (designee) will acknowledge receipt of the written complaint in five (5) working days, attempt to identify a resolution that is acceptable to both parties, within fifteen (15) working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution *

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. (Same contact information as in Level 3) The complainant should update the Internal Complaint Procedures Form that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in five (5) working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60 day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO's decision will be

81

MPS Student/Parent Handbook   2019-20

final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within 60 days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

* For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the Informal Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's Decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a "Uniform Complaint Procedure Form" - provided in this handbook – and file it within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's Decision. The appeal should be sent to:

> California Department of Education
> 1430 N Street
> Sacramento, CA 95814

82

MPS Student/Parent Handbook   2019-20

INFORMAL COMPLAINT PROCEDURES FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.   ☐ Yes   ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

      Chief Executive Officer
      Magnolia Public Schools
      250 E. 1st St., Ste. 1500
      Los Angeles, CA 90012
      (213) 628-3634

MPS Student/Parent Handbook   2019-20

The following is information regarding your rights and responsibilities regarding filing a Title IX Complaint.

Title IX Coordinator Contact Information

All complaints should be sent to our Title IX Coordinator, who can be reached at:

> Chief Executive Officer
> Magnolia Public Schools
> 250 E. 1st St., Ste. 1500
> Los Angeles, CA 90012
> Phone: (213) 628-3634

Your Rights and Responsibilities Under Title IX

(a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.

(b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by the MPS.

(c) You have the right to apply for athletic scholarships.

(d) You have the right to receive equitable treatment and benefits in the provision of all of the following:

- Equipment and supplies.
- Scheduling of games and practices.
- Transportation and daily allowances.
- Access to tutoring.
- Coaching.
- Locker rooms.
- Practice and competitive facilities.
- Medical and training facilities and services.
- Publicity.

(e) You have the right to have access to our Title IX Coordinator regarding gender equity laws. Please see above for this Coordinator's contact information.

(f) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.

(g) You have the right to pursue civil remedies if you have been discriminated against.

(h) You have the right to be protected against retaliation if you file a discrimination complaint.

(i) You can find out more information regarding your rights, MPS' responsibilities, and access information on gender equity laws from the following resources:

- California Interscholastic Federation: http://www.cifstate.org/governance/equity/index
- California Department of Education, Office for Equal Opportunity: http://www.cde.ca.gov/re/di/eo/dutytoprotect.asp
- United States Department of Education, Office for Civil Rights: https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html

How to File a Complaint Under Title IX

(a) You can find more information regarding how to file a complaint as follows:

- The United States Office for Civil Rights website: https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt.
- California Department of Education website: http://www.cde.ca.gov/re/di/eo/complaint.asp
- MPS Uniform Complaint Procedures ("UCP") or Harassment, Intimidation, Discrimination, Bullying Policy. Please check your School's website or main office for a complete copy of these policies.

(b) A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with MPS under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.

(c) The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints. Please review the above link for more information about this process. A complaint filed with MPS under our UCP or Harassment/ Intimidation/ Discrimination/ Bullying policy will be investigated in compliance with those policies.

(d) There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by facsimile your own letter or a completed copy of the Office for Civil Rights Discrimination Complaint Form.

- The electronic complaint form is available at https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

84

MPS Student/Parent Handbook

2019-20

- You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

San Francisco Office
Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102

Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 800-877-8339
Email: ocr.sanfrancisco@ed.gov or
ocr@ed.gov

To file a UCP or complaint under our Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying complaint directly with MPS, please follow procedures set forth in those policies.

85

MPS Student/Parent Handbook

2019-20

This page is intentionally left blank.

MPS Student/Parent Handbook   2019-20

MAGNOLIA PUBLIC SCHOOLS

Receipt of and Agreement to the MPS Handbook, Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact

I have received a copy of the Magnolia Public Schools Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement, and School-Parent-Student Compact, or I can access it at the school website. I understand that it is a source of information and a set of guidelines for implementation of school policies and procedures. I have read, understood, and agreed to the Student/Parent Handbook including the Student Technology Use Policy-Acceptable Use Agreement and School-Parent-Student Compact. I, as a Magnolia Public School student, understand and agree that use of Magnolia Public Schools computer and technology is a privilege and not a right. I understand that if I violate the Student Technology Use Policy-Acceptable Use Agreement in any way, I will be subject to referral and possible suspension. I, as a Magnolia Public School parent or guardian, understand that

> ### *IMPORTANT NOTICE*
>
> *Dear Parents/Guardians,*
>
> - *Please read and discuss the policies, procedures, and expectations with your child/children before signing and returning the receipt on this page.*
>
> - *Each individual MPS school may include amendments into this handbook addressing local issues.*
>
> - *Any changes or additions to this handbook will be given to the students and parents/guardians in writing.*

I may be liable for the replacement cost for property Magnolia Public School loaned to my student that my student fails to return or that is willfully cut, defaced, or otherwise damaged, up to an amount not to exceed $10,000 (ten thousand dollars), adjusted annually for inflation. When I am unable to pay for the damages, Magnolia Public School will provide a program of voluntary work for my student in lieu of the payment of monetary damages. If my child is over the age of majority, he/she shall be liable for the same. I understand that Magnolia Public Schools can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of the Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except those made in writing by the Chief Executive Officer or his or her designee.

Student's Name: _____   **Student's Signature:** _____

Parent/Guardian's Name: _____   **P/G's Signature:** _____

(If known, circle grade and group.)   **Date:** _____

Grade:

TK	K	1	2	3	4	5	6	7	8	9	10	11	12

Group:

A	B	C	D	E	F	G	Other:

Copy for Student File

Cover Sheet

Approval of 2019-20 MPS Fiscal Policy and Procedures Manual

Section: II. Consent Item
Item: D. Approval of 2019-20 MPS Fiscal Policy and Procedures Manual
Purpose: Vote
Submitted by:
Related Material: II D 2019-20 Financial Policies Manual.pdf

Board Agenda Item #	Agenda # II D- Consent Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Approval of Fiscal Policies and Procedures Manual FY 2019-20

Proposed Board Recommendation

I move that the board approve the attached fiscal policies for Magnolia Public Schools.

Background

As one of conditions of authorization and requirement for renewal application, fiscal policies and procedures must be reviewed and board approved within the last twelve (12) months before submission of renewal application. Our fiscal policies and procedures manual was last reviewed and approved by the board on June 14,2018.   The following board approved revisions were submitted afterwards to comply with the conditions of authorization and MOU with the authorizers:

- CSH112 Intra-Organization Receivables/Payables (Due to/Due from) was revised and approved by the Board of Directors on May 9,2019. Revision was made to use Intra-Organization language in lieu of Inter-Company Loan

- PUR102-General Purchasing was revised and approved by the Board of Directors on May 9, 2019. Revision made was to include the mandatory submission of itemized receipts to support all payments as recommended by LAUSD CSD.

- PYR102 Timekeeping Procedure for Federally Funded Employees was added and approved by Board of Directors on January 17, 2019. This policy was added to the manual to meet the requirements and comply with federal grants audit conducted in January 2019.

The above-mentioned additions and revisions are included in the attached document.

In addition, staff is requesting approval to change all references to "CMO Fees" in our fiscal policy and procedures manual to "Home Office Management Fees" based on FCMAT guidelines.

Staff is requesting board approval to ensure compliance with the 12-month requirement in the upcoming renewal process.

<u>Budget Implications</u>
N/A

<u>How Does This Action Relate/Affect/Benefit All MSAs?</u>
To satisfy one of the conditions of authorization/renewal required by the authorizing agency.

<u>Name of Staff Originator</u>:

Nanie Montijo, CFO

<u>Attachments</u>
Fiscal Policies and Procedures

250 E. 1 Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

MAGNOLIA
PUBLIC SCHOOLS

FINANCIAL POLICIES AND PROCEDURES MANUAL
FY 2019-20

Board Approval Date: June 13, 2019

MPS Financial Policies & Procedural Manual

Formatted: Font color: Accent 2

Deleted: ¶

Deleted: ¶
Revised

Deleted: *June 6, 2018*¶

Formatted: Indent: Left: 0"

Deleted: ¶

Formatted: Centered, Right: 0.41"

Formatted: Right: 0.25"

1

Accounting Policies, Procedures and Forms

List of Referenced Procedures

General & Administrative

1. G&A101 Chart Of Accounts
2. G&A102 Files And Records Management
3. G&A103 Travel And Entertainment
4. G&A104 Management Reports
5. G&A105 Period-End Review & Closing
6. G&A106 Controlling Legal Costs
7. G&A107 Taxes And Insurance
8. G&A108 Property Tax Assessments
9. G&A109 Confidential Information Release
10. G&A110 Document Control
11. G&A111 Fax and E-mail Signatures Accepted
12. G&A112 Maintenance Requests
13. G&A113 Electronic Backup of Accounting Information
14. G&A114 Political Intervention
15. G&A115 Accrued Liabilities
16. G&A116 Notes Payable
17. G&A117 Financial and Tax Reporting
18. G&A118 Budgeting
19. G&A119 Insurance
20. G&A120 Supplies
21. G&A121 School Site Accounting
22. G&A122 Fraud Reporting & Whistleblower
23. G&A123 Conflict of Interest
24. G&A 124 CMO Fees

Cash

25. CSH101 Cash Boxes
26. CSH102 Cash Receipts And Deposits
27. CSH103 Problem Checks
28. CSH104 Wire Transfers
29. CSH105 Check Signing Authority
30. CSH106 Check Matters
31. CSH107 Bank Account Reconciliations
32. CSH108 Inter-Account Bank Transfers
33. CSH109 Journal Entries and Reclassification Entries
34. CSH110 Petty Cash Purchases
35. CSH111 Credit Cards and Debit Cards
36. CSH112 Intercompany Receivables and Payables (Due To/Due From)
37. CSH113 Financial Reserves

Fixed Assets

38. INV101 Fixed Asset Control and Leases
39. INV102 Fixed Asset Capitalization & Depreciation

Investments

40. IVT101 Investments

| Deleted: ¶ |
| Payroll¶ |
| ¶ |
| PAY101 Payroll Desk Policy¶ |

2

Policies, Procedures and Forms

Deleted: AY

Deleted: olicy

Deleted: ¶

3

Accounting Policies, Procedures and Forms

SOP # G&A101 Revision: 1   **Prepared by: Central Office**
Effective Date: 9/5/2017   **Approved by: BOD**

Title: **G&A101 CHART OF ACCOUNTS**

Policy: To facilitate the record keeping process for accounting, all ledger accounts should be assigned a descriptive account title and account number.

Purpose: To provide the method for assignment and maintenance of the company's chart of accounts in order to produce meaningful financial data for the Organization.

Scope: This procedure applies to all general ledger accounts.

Responsibilities: The Chief Financial Officer is responsible for monitoring and approving changes to the company's Chart of Accounts.

Definition: Chart of Accounts – A categorized listing of all account titles and numbers being used by an organization to track income, expenses, assets, equity, and liabilities is called a Chart of Accounts.

Procedure:

1.0   **DESIGN OF ACCOUNTS**

1.1   Accounts should have titles and numbers that indicate specific ledger accounts such as Cash in Checking, Furniture and Fixtures, Accounts Payable, etc.

1.2   In general, the Standardized Account Code Structure (SACS) is followed for the major code segments, including resource function (after 6/30/17), object and location.

1.3   Sub-divisions should be used to provide additional clarification, as needed. A sub-division among the balance sheet accounts should be designated short term to long term, (i.e. current assets should precede long term assets and current debt should precede long-term debt).

Unassigned number sequences should be left open within each group of accounts to provide for additional accounts, which may be added later.

1.4   Accounts may be numbered using the SACS format.

1.5   See Appendix A for guidance regarding SACS format.

2.1   **DESCRIPTION OF ACCOUNTS**

2.2   Each account should be given a short title description that is brief but will allow the reader to quickly ascertain the purpose of the account.

G&A101 Chart of Accounts page 1 of 4

4

2.3   For training and consistent transaction coding, as well as to help other non-accounting managers understand why something is recorded as it is, each account should be defined. Definitions should be concise and meaningful. The account name should clearly identify what the account is to be used for.

Accounting Policies, Procedures and Forms

An example of definitions follows:

ASSETS

9121 – Main Operating Account

Includes all cash held in the operating bank account. All withdrawals and deposits are recorded here. The reported balances are supported by a bank reconciliation prepared monthly.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revisions	

G&A101 Chart of Accounts   page 2 of 4

5

Deleted: ¶

Deleted: ¶
G&A101 Chart of Accounts⎯page 1 of 4¶
⎯⎯⎯⎯⎯⎯⎯⎯⎯Page Break⎯⎯⎯⎯⎯⎯⎯⎯⎯

Deleted: ¶
¶
¶
¶
¶
¶
¶
¶

Accounting Policies, Procedures and Forms

APPENDIX A

A copy of the California School Accounting Manual (CSAM) can be found at
http://www.cde.ca.gov/fg/ac/sa/ for guidance regarding SACS format.
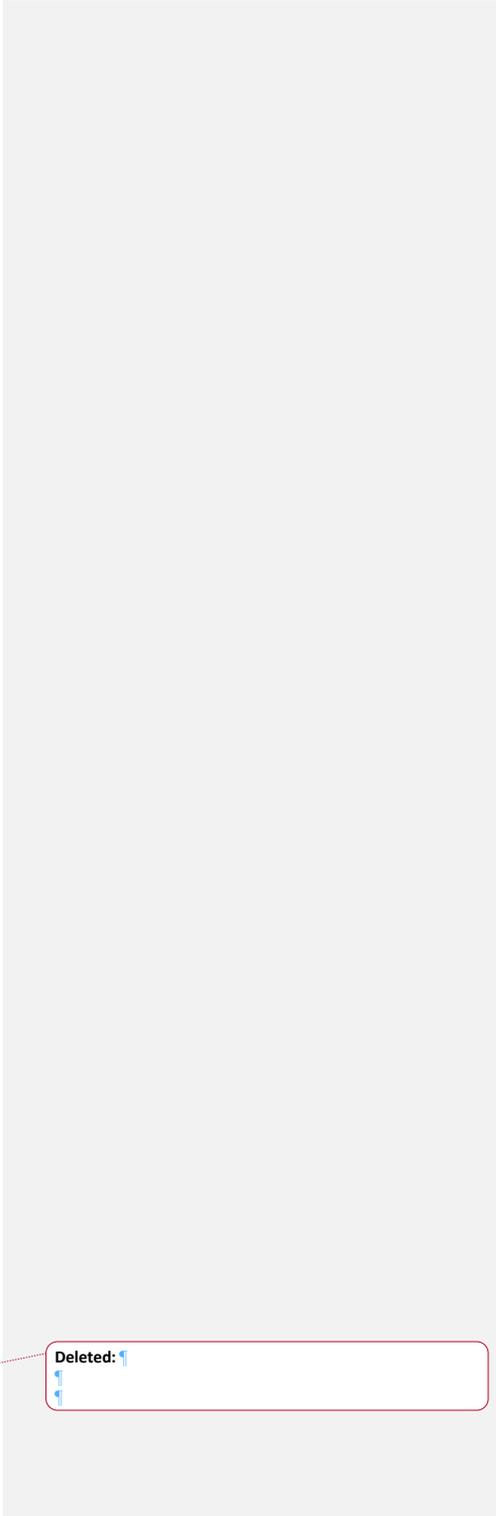
G&A101 Chart of Accounts   page 3 of 4

6

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

G&A101 Chart of Accounts   page 4 of 4

Deleted: ¶
--------------------------------Page Break--------------------------------

7

Accounting Policies, Procedures and Forms

SOP # G&A102 Revision: 1   **Prepared by: Central Office**
Effective Date: 9/5/2017   **Approved by: BOD**

Title:	**G&A102 FILES AND RECORDS MANAGEMENT**
Policy:	The Organization will retain records in an orderly fashion for time periods that comply with legal and governmental requirements and as needed for general business requirements.
Purpose:	To outline the methods for filing, retaining and disposing of business records.
Scope:	This procedure applies to all business documentation generated by the Organization. However, this does not necessarily cover internal or certain day-to-day business correspondence.

Responsibilities:

The Finance Staff will be responsible for categorizing and maintaining a listing of records maintained and the location (i.e. by wall unit and shelf row number).

The Chief Financial Officer is responsible for overseeing the execution of Organization policy for Record Retention, Storage and Destruction of obsolete Organization records.

Procedure:

1.1   FILING SYSTEM

1.2   To ensure efficient access, filing centers will be established in each department. To reduce the amount of duplicate and unnecessary record retention, individual desk files should be avoided unless they are used in daily operations. All other departmental or Organization records should be filed in the departmental central filing areas.

1.3   Unless necessary, records should usually only be kept by the originator or sender and not by the receiver to avoid duplicate filing systems.

1.4   The following filing guidelines should be adhered to optimize filing efficiency and records access:

- All file cabinets and files should follow recognized rules of order, such as Left to Right, Top to Bottom, Front to Back and in the case of chronological records, newest to oldest.

- File markers or label headings should always be placed at the beginning or front of a file or group of files.

- Alphabetical files should always be filed under broad topical categories. Files should never be filed under individual employee names (except Human Resources records) to avoid confusion and re-filing in the event of turnover.

G&A102 Files and Records Management   page 1 of 10

8

> **Deleted:** ¶
>
> **Deleted:** ¶
> ¶

Accounting Policies, Procedures and Forms

Files should always be filed under the "proper" or Organization names whenever appropriate. In the case of individuals, files should be maintained according to the persons "Last name" then First name and Middle initial.

- Extra care should be used for sensitive or private information. Organization financial data or personnel records that contain performance reviews, salary information, and any health related information should be kept in a secure area with limited access to only those that have a "need to know" such as the Office Manager or the Chief Financial Officer.

2.0   RECORD RETENTION AND LONG-TERM STORAGE

2.1   Storage of archived records will be maintained in the locked storage area of the building. Access to this area will be limited to the Chief Financial Officer, officers of the Organization and the Office Manager.

2.2   Non-permanent files will be stored in cardboard file boxes. Each file box will be labeled on the front with the contents, dates covered, and destruction date if applicable. Permanent records will be filed electronically.

2.3   Files should be stored only in boxes with similar items, dates and retention periods. This will allow easier access and purging of records. A general rule to keep in mind is that it is better to only half-fill a file box than to file dissimilar types of files in the same box.

2.4   The Office Manager will be responsible for categorizing and maintaining a listing of records maintained and the location (i.e. by wall unit and shelf row number).

2.5   Maintain all files for as long as is necessary but only to the extent they serve a useful purpose or satisfy business or legal requirements. G&A102 Ex1 RECORDS RETENTION PERIODS, provides a guide to the typical business life of various documents. The retention periods provided are suggested with federal requirements in mind. Be sure to check with local and state authorities for specific record retention requirements.

2.6   Copies of critical records that are vital to the daily operations of the Organization should be kept off site in case of possible disasters. This may include information needed to file insurance claims (assets lists, insurance contacts, policy numbers), financial data for tax purposes (wages paid, income and expenses), contacts lists to inform or restart the business (vendors, customers, investors and employees), and other data that would assist in rebuilding the business (business plans, intellectual property, or proprietary information).

3.1   RECORD DESTRUCTION

3.2   Three to six months after each year-end, the Office Manager will proceed with destruction of all files that have exceeded their recognized holding period.

G&A102 Files and Records Management   page 2 of 10

9

Deleted: ¶
¶

Accounting Policies, Procedures and Forms

3.3 A listing of file categories to be destroyed will be circulated to all managers thirty days prior to destruction for review and comment. The actual listing of records destroyed will be maintained permanently for future reference.

3.4 Destruction of the files will be performed by an independent, outside service for shredding and disposal. Disposal of records into the Organization's general trash service is not allowed.

References:

A. HEALTH INSURANCE PORTABILITY ACCOUNTABILITY ACT (HIPAA)

The Standards for Privacy of Individually Identifiable Health Information (the Privacy Rule) creates national standards to protect individuals' personal health information and gives patients increased access to their medical records. As required by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the Privacy Rule covers health plans, health care clearinghouses, and those health care providers who conduct certain financial and administrative transactions electronically. Most covered entities (certain health care providers, health plans, and health care clearinghouses) must comply with the Privacy Rule by April 14, 2003. Small health plans have until April 14, 2004 to comply with the Rule.

Note: Employment records maintained by a covered entity in its capacity as an employer are excluded from the definition of protected health information. The modifications do not change the fact that individually identifiable health information created, received, or maintained by a covered entity in its health care capacity is protected health information.

B. AGE DISCRIMINATION IN EMPLOYMENT ACT (ADEA)

ADEA applies to employers with 20 or more employees. If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, ADEA compliance suggests keeping basic employee files from one to three years as listed:

- Payrolls or other records (for temporary and permanent positions) for three years.
- Basic employee information such as employees' names, addresses, birth dates, occupations, rates of pay, and weekly compensation for three years.
- Applications and personnel records relating to promotion, demotion, transfer, selection for training, layoff, recall or discharge for one year.
- Job advertisements and postings for three years.
- Copies of employee benefit plans, seniority and merit systems must keep on file for the full period the plan or system is in effect and for at least one year after its termination

Deleted: ¶

Deleted: ¶
¶

G&A102 Files and Records Management page 3 of 10

10

Accounting Policies, Procedures and Forms

C.   AMERICANS WITH DISABILITIES ACT (ADA)

ADA applies to employers with 15 or more employees. If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, ADA compliance suggests keeping employment applications and other personnel records including promotions, transfers, demotions, layoffs, and termination or requests for reasonable accommodation for at least 1 year from the making of the record or the personnel action.

D.   CIVIL RIGHTS ACT OF 1964

Applies to employers with 15 or more employees. If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, basic non-discrimination compliance suggests keeping employment applications and other personnel records including promotions, transfers, demotions, layoffs, and termination or any EEO-1 Reports for at least one year from the making of the record or the personnel action. If an employee is involuntarily terminated, his/her personnel records must be retained for one year from the date of termination.

E.   EMPLOYEE RETIREMENT INCOME SECURITY ACT (ERISA)

The ERISA reporting and disclosure obligations apply to all pension and welfare plans including summary plan descriptions, annual reports, reportable events, and plan termination, unless the Organization plan is exempt under ERISA.

ERISA suggests the Organization should maintain all reports, documents, information, and materials for a minimum of six years in order to disclose and or support all transactions to participants and beneficiaries (and report to certain governmental agencies), as requested or needed.

F.   EMPLOYEE POLYGRAPH PROTECTION ACT

All polygraph test results and reasons for administering the test should be kept for three years.

G.   EQUAL PAY ACT

Payroll records including time cards, wage rates, deductions from wages, and records explaining the difference in wage rates between men and women in similar positions should be kept for three years.

H.   EXECUTIVE ORDER 11246

Applies to federal contractors and requires the preparation of affirmative action plans. Affirmative action plans must be updated annually and retained for two years along with all applications and other personnel records that form the basis of the Organization's employment decisions. Generally, personnel and employment records must be retained for two years.

Deleted: ¶
¶

G&A102 Files and Records Management   page 4 of 10

Deleted: --------------------Page Break--------------------

11

Accounting Policies, Procedures and Forms

I. FAIR LABOR STANDARDS ACT (FLSA)

FLSA applies to employers engaged in or employees who work in interstate commerce and suggests the following records are retained for three years:

- Payroll and other records containing employee's name, birth date, gender, and occupation.

- Employee's beginning of workweek and time employee begins work.

- Regular rate of pay or other basis of payment.

- Hours worked per day and for workweek.

- Daily and weekly straight time earnings.

- Deduction from wages.

- Total wages per pay period.

- Date of payment and the pay period covered.

- For exempt professional, executive and administrative employees, and those employed in outside sales, the employer must maintain records that reflect basis on which wages are paid to permit calculations of the employee's total remuneration.

- In addition, employers must keep for at least two years all records (including wage rates, job evaluations, seniority and merit systems, and collective bargaining agreements) that explain the basis for paying different wages to employees of opposite sexes in the same establishment.

J. FAMILY AND MEDICAL LEAVE ACT (FMLA)

FMLA applies to employers with 50 or more employees within a 75 mile radius and whose employee must have worked for at least one year and accumulated at least 1,250 hours of service with the employer during the previous year. FNLA suggests the following records are retained for 3 years

- Basic employee data including name, address, occupation, rate of pay, terms of compensation, daily and weekly hours worked per pay period, deductions from wages, and total compensation.

- Dates of leave taken by eligible employees.

- For intermittent leave, the hours of leave.

- A copy of employee notices and documents describing policies and practices regarding leave.

- Records of any dispute regarding the designation of leave.

Deleted: ¶

G&A102 Files and Records Management   page 5 of 10

Deleted: ¶
————————Page Break————————

12

Accounting Policies, Procedures and Forms

K.   **IMMIGRATION REFORM & CONTROL ACT (IRCA)**

IRCA applies to all employers and requires a signed Form I-9 is retained for three years after the date of hire and at least one year after termination.

L.   **OCCUPATIONAL SAFETY & HEALTH ACT (OSHA)**

OSHA applies to employers with 10 or more employees and suggest that the log of occupational injuries and illnesses is retained for five years. All other records should be retained for at least 30 years after employee separation. Other records include:

- Occupational injuries and illnesses.
- The annual summary of injuries and illnesses.
- Medical records and records of exposure to toxic substances.

M.   **REHABILITATION ACT OF 1973**

Applies to federal contractors. If a charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, basic compliance suggests keeping personnel and employment records including requests for accommodation, physical exams, job advertisements and postings, applications, resumes and records regarding hiring, assignments, promotions, demotions, transfers, layoffs, terminations, rates of pay and selection for training for two years (only 1 year if contractor has less than 150 employees or a federal contract of $150,000 or less). Note: Affirmative action plans also may have to be maintained by the employer

N.   **RIGHT TO FINANCIAL PRIVACY ACT**

The act establishes specific procedures and exceptions concerning the release of customer financial records to the federal government. It provides customers of financial institutions with a right to expect that their financial activities will have a reasonable amount of privacy from federal government scrutiny.

O.   **GUIDE TO RECORD RETENTION REQUIREMENTS**

A good source of federal retention requirements is the "Guide to Record Retention Requirements" published by the Office of the Federal Register National Archives and Records Administration. It can be purchased from the U.S. Government Printing Office in Washington DC. Additional sources of information include: IRS regulations, state and local government retention requirements or the AICPA (American Institute of Certified Public Accountants) Filing and Record Retention Procedures Guide.

P.   **IRS REVENUE PROCEDURE 98-25 RECORDS RETENTION**

The Income Tax Regulations require that, except for farmers and wage-earners, any person subject to income tax, or any person required to file an information

Deleted: ¶

Deleted: ¶
¶

G&A102 Files and Records Management   page 6 of 10

13

Accounting Policies, Procedures and Forms

return with respect to income, must keep such books and records, including inventories, as are sufficient to establish the amount of gross income, deductions, credits, or other matters reported. The books or records required by must be kept available at all times for inspection by authorized internal revenue officers or employees, and must be retained so long as the contents thereof may become material in the administration of any internal revenue law.

Note: Section 6.01 requires taxpayers to maintain and make available documentation of the business processes that (1) create the retained records, (2) modify and maintain its records, (3) satisfy the requirements of section 5.01(2) of the procedure and verify the correctness of the taxpayer's return, and (4) evidence the authenticity and integrity of the taxpayer's records.

Section 6.02 sets forth four elements that the documentation required under section 6.01 must establish: (1) the flow of data through the system, (2) internal controls that ensure accurate processing, (3) internal controls that prevent unauthorized record changes, and (4) charts of account.

Section 6.03 sets forth six specific types of documentation for each retained file: (1) record formats, (2) field definitions, (3) file descriptions, (4) evidence that periodic checks are undertaken to ensure that data remains accessible, (5) evidence that the records reconcile to the taxpayer's books, and (6) evidence that the records reconcile to the taxpayer's return.

Deleted: ¶

G&A102 Files and Records Management page 7 of 10

Deleted: ¶
¶

14

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision	

Deleted: ¶
¶

G&A102 Files and Records Management   page 8 of 10

Deleted: ¶

15

Accounting Policies, Procedures and Forms

G&A102 Ex1 RECORDS RETENTION PERIODS

Accident reports and claims (settled cases) .... 7 years
Accounts payable ledgers, schedules and trial balances .... 7 years
Accounts receivable ledgers, schedules and trial balances .... 7 years
Assignments .... 3 years
Audit reports of accountants .... Permanently
Bank reconciliations ....1 year
Bank statements, cancelled checks, and deposit slips .... 7 years
Bills of lading .... 3 years
Capital stock and bond records .... Permanently
Cash books .... Permanently
Cash receipts and disbursements .... 7 years
Chart of accounts .... Permanently
Checks (cancelled, all other) .... 7 years
Checks (cancelled, for important payments, i.e. taxes, property purchases,
special contracts, etc. File checks with the transaction papers) .... Permanently
Construction documents.. Permanently
Contracts and leases (expired) .... 7 years
Contracts and leases still in effect.. Expiration +7 years
Corporate records and minutes .... Permanently
Correspondence (legal and important matters only) .... Permanently
Correspondence general .... 3 years
Credit Applications (Consumer) .... 25 Months (after notification)
Credit Applications (Business) .... 1 year (after notification)
Deeds, mortgages, and bills of sale .... Permanently
Depreciation schedules .... Permanently
Duplicate deposit slips ....1 year
Electronic fund transfer documents .... 7 years
Employee personnel records (after termination).. 7 years
Employment applications .... 3 years
Expense analyses and Expense distribution schedules .... 7 years
Expired contracts and notes receivable .... 7 years
Expired purchase contracts .... 7 years
Federal, state and local tax returns .... Permanently
Financial statements (end-of-year trial balances) .... Permanently
Fixed asset records and appraisals .... Permanently
Forms W-4 .... 7 years
Garnishments .... 3 years
General Ledgers (end-of-year trial balances) .... Permanently
I-9s (after termination) ....1 year
Insurance records, current accident reports, claims, policies, etc .... Permanently
Interim and year-end financial statements and trial balances......................... Permanently
Inventories of products, materials, and supplies .... 7 years

Accounting Policies, Procedures and Forms

Invoices .... 7 years
Journals .... Permanently
Licenses.. Permanently
Loan documents, notes.. Permanently
Minute books of directors and stockholders, including bylaws and charter ... Permanently
Monthly trial balances .... Permanently
Notes receivable ledgers and schedules .... 7 years
OSHA logs .... 5 years
Paid bills and vouchers .... 7 years
Payroll journals .... 7 years
Payroll records and summaries .... 7 years
Payroll reports (federal & state) .... 7 years
Perpetual inventory records .... 7 years
Petty cash vouchers .... 7 years
Physical inventory records .... 7 years
Physical inventory tags .... 7 years
Plant cost ledgers .... Permanently
Polygraph test results and reasons for test .... 3 years
Property appraisals by outside appraisers .... Permanently
Property records including costs, depreciation schedules, blueprints, plans .. Permanently
Property titles and mortgages .... Permanently
Purchase journals .... 7 years
Purchase orders .... 7 years
Receiving sheets...1 year
Requisitions .... 7 years
Sales journals .... 7 years
Sales records .... 7 years
Savings bond registration records of employees .... 7 years
Scrap and salvage records (inventories, sales, etc) .... 7 years
Shipping tickets .... 3 years
Stock and bond certificate (cancelled) .... 1 yr
Stockroom withdrawal forms .... 7 years
Subsidiary ledgers .... 7 years
Tax returns and worksheets, revenue agents' reports and other documents ... Permanently
Time books/cards .... 7 years
Trade mark registrations .... Permanently
Uncollectible accounts and write offs .... 7 years
Voucher for payments to vendors, employees, etc.
(includes all allowances and reimbursement of employees, officers)................. 7 years
Voucher register and schedules .... 7 years
W-4 forms .... 4 years
Workman's comp documents .... 11 years

Accounting Policies, Procedures and Forms

SOP # G&A103 Revision: 2   **Prepared by: Central Office**
Effective Date: 9/5/2017   **Approved by: BOD**

Title: **G&A103 TRAVEL AND ENTERTAINMENT**

Policy: All reservations required for business travel and entertainment will be made through the Supervisor or designated staff. Expenses are to be within established Organization guidelines and will be reimbursed with proper documentation. Employees are expected to spend the Organization's money as carefully and judiciously as they would their own.

           The Organization recognizes that employees who travel far from home to represent the Organization's business interests must forego their living accommodations and may forfeit personal time. Accordingly, the Organization will make efforts to provide comfortable and secure accommodations for lodging, meals and travel for employees. The Organization reserves the right to deny reimbursement of expenses that are considered lavish or extravagant.

Purpose: To provide guidelines for travel and entertainment expenses as they were actually spent, account for all advances promptly and accurately and to communicate the procedures for reimbursement.

Scope: This procedure applies to all departments and individuals who travel or entertain for the Organization.

Responsibilities:

           <u>Responsible Party:</u> The individual employee and Supervisor When the Supervisor does not make travel arrangements, each employee is responsible for making arrangements needed for business travel.

- The Supervisor may make travel arrangements when requested, provided that arrangements are made at least 15 days in advance.

           <u>The Finance Department</u> will receive and review the expense report documentation and Back-office provider process necessary employee reimbursement. (See PUR106, Reimbursements, for more detailed information.)

Procedure:

1.0   TRAVEL ARRANGEMENTS

1.1   All arrangements required for business travel are to be made individually or through the Supervisor. When possible, the Supervisor can solicit better corporate discounts and rates for hotels, airlines, car rental agencies and travel agencies. Employees benefit because they do not have to spend their own time comparing rates and making their own arrangements. If making your own arrangements, the employee must find the best possible travel pricing.

G&A103 Travel and Entertainment   page 1 of 6

18

Accounting Policies, Procedures and Forms

1.2   For maximum savings on airfares, this form should always be completed at least 15 days in advance unless an emergency trip is required.

1.3   It is preferable that all employees travel during non-working hours to maximize efficiency. The Supervisor will make arrangements for the trip as required and will return a travel itinerary and any tickets or reservation forms to the employee.

1.4   **Cash Advances** - The Organization generally **discourages** cash advances unless special circumstances apply.

   If an employee requires a cash advance, a formal request must be made as a check request. The advance request will then be forwarded to accounting for processing upon approval. Travel advance amounts are approved on an as needed basis.

   When a cash advance is received, the employee will reduce their expense reimbursement by the amount of the cash advance. In the case where the cash advance exceeds the expenses for the report submitted, the remaining cash must be turned into the Finance Team with the expense report. Amounts owed the Organization cannot be carried forward to future expense reports. Any advance outstanding will be deducted from the employee's paycheck.

1.5   **Direct Billings** - Direct billings to the Organization from motels, restaurants, etc. are not permitted unless previously authorized.

2.0   **EXPENSE GUIDELINES**

2.1   Air Travel - Airline reservations are based on the following criteria:

   •   Expediency: Getting the employee to their destination in an expedient way. (Direct flights when possible or connecting flights if necessary for faster flight schedules).

   •   Cost: Employees will fly coach class unless extenuating circumstances apply.

   •   Air Carrier: An employee's preferred airline can be utilized as long as expediency and cost factors are equal. In most cases, airfare will be directly billed to the Organization's credit card account.

      On occasion, employees may have no alternative but to book their own flight. If this is the case, employees must use regularly scheduled airlines and obtain the lowest (discount) fare available. This may mean that employees will fly at times that are not always the most convenient for them.

2.2   Lodging - Lodging arrangements are based on value, convenience for the traveler and according to what is usual and customary Organization guide lines.

   Whenever multiple employees are traveling to the same location, employees will be required to share accommodations if possible (i.e. male/male or female/female). Lodging accommodations will then be made for double rooms accordingly. If an employee is accompanied by a non-employee such as family or a friend, and therefore requires

19

Accounting Policies, Procedures and Forms

separate accommodations, the employee will be responsible for payment of any excess lodging accommodations.

2.3   <u>Meals</u> - Employees on Organization business will be reimbursed for the actual cost of their meals or the allowable Federal Per Diem rate for the locality (in accordance with the US General Services Administration), whichever is lower,.

Officers may include reimbursement of pre-approved guest meals under the same guidelines noted above.

See form PUR104 Accounts Payable and Cash Disbursements and PUR106 Reimbursements for additional information regarding Meals.

2.4   <u>Car Rentals</u> – When possible, advance arrangements should be made by the Supervisor if a car is required at the destination, otherwise the employee is required to make their own car rental arrangements. Vehicle selection will be based upon the most cost-effective class that satisfies requirements for the employee(s) and any demonstration equipment.

Supplemental auto insurance coverage offered by car rental agencies must be purchased and will be reimbursed.

2.5   <u>Personal Vehicles</u> - An employee who uses their own automobile for business will be reimbursed according to IRS mileage reimbursement guidelines. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip.

The Organization assumes no responsibility for personal automobiles used for business. Further, any parking or speeding violation is the sole responsibility of the employee and each employee must have valid minimum automobile liability insurance as required by state law.

2.6   <u>Telephone</u> - Telephone charges from the hotel are not allowed unless it is an emergency.

2.7   <u>Entertainment</u> - Entertainment expenses are not allowed.

2.8   <u>Miscellaneous Expenses</u> - Any additional business expenses (including but not limited to wifi access), that are not categorized above should be pre-approved and listed under miscellaneous expenses, and documented with all pertinent information to substantiate the expense.

2.9   <u>Non-Reimbursable Expenses</u> - Some expenses are not considered valid business expenses by the Organization, yet may be incurred for the convenience of the traveling individual. Since these are not expenses for the business then they are not reimbursable. (The following can be used as a guide of expenses, which are not reimbursable)

Examples include:

- Airline or travel insurance
- Airline or travel lounge clubs
- Shoe shine or Dry-cleaning (except for extended travel beyond 5 days)

G&A103 Travel and Entertainment   page 3 of 6

Deleted: ¶

Deleted: ¶

Deleted: ¶

¶

20
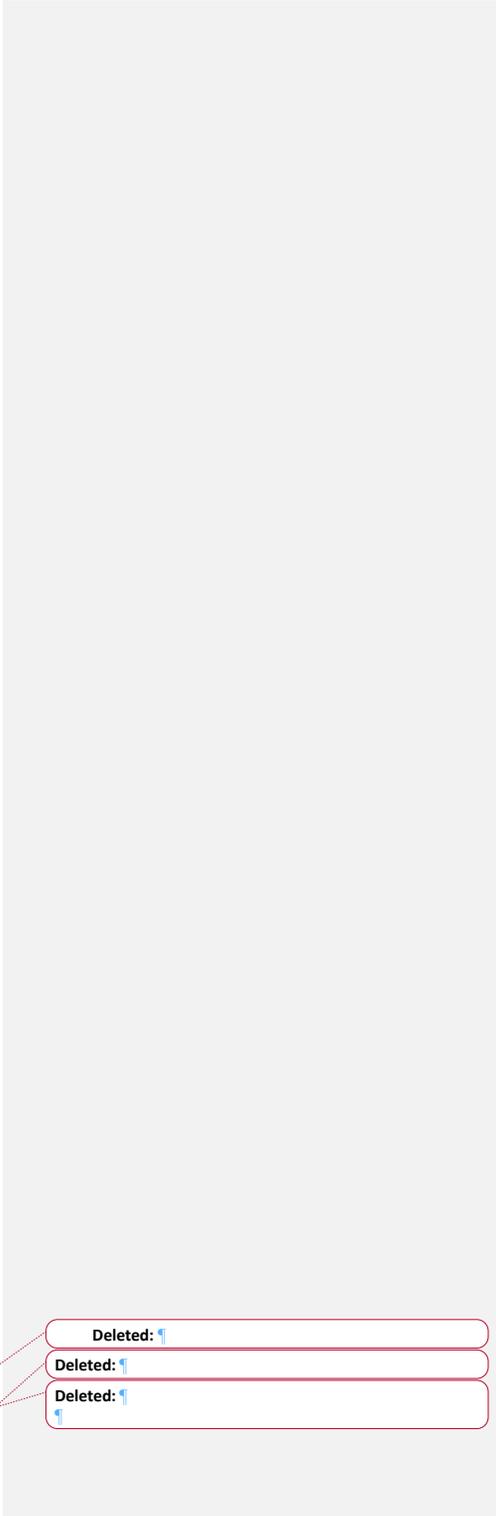
Accounting Policies, Procedures and Forms

- Movies or personal entertainment
- Books, magazines or newspapers
- Theft or loss of personal property
- Doctor bills, prescriptions, or other medical services
- Parking tickets, traffic tickets or Car towing if illegally parked
- Health club memberships
- Baby sitter or Pet care fees
- Barbers and Hairdressers

3.0   EXPENSE REPORT PREPARATION AND REIMBURSEMENT

3.1   All business reimbursement expenditures incurred by employees of the Organization are reimbursed through the current financial system. Reimbursement receipts must be submitted monthly and any receipt that is older than 60 days will be reimbursed at the discretion of the Chief Financial Officer.

Expense report forms must be filled out completely. Required receipts for items charged must accompany all reimbursement documentation as well as uploaded into the existing financial system. Any questions regarding completion of the report should be directed to the employee's supervisor or the Finance Team.

Upon completion, the expense report along with all attachments should be submitted to the employee's appropriate supervisor for approval. After approval, the expense report is submitted to the Finance Team for processing and reimbursement. In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

Deleted: ¶
¶

G&A103 Travel and Entertainment   page 4 of 6

Deleted: -----------------Page Break-----------------

21

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision	

Deleted: ¶
¶
¶

G&A103 Travel and Entertainment   page 5 of 6

Deleted: ----------------------------------Page Break----------------------------------

22

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶

G&A103 Travel and Entertainment   page 6 of 6

23

Accounting Policies, Procedures and Forms

SOP # G&A104 Revision: 2   **Prepared by: Central Office**
Effective Date: 9/5/2017   **Approved by: BOD**

Title: **G&A104 MANAGEMENT REPORTS**

Policy: Back-office provider and MPS will prepare summary reports of vital operating statistics for the Organization, including revenues, current debt, operating cash, accounts receivable and projected short-term cash flows. These reports are to be prepared and are to supplement detailed monthly and quarterly financial reports and are to be used for timely "hands-on" management.

Purpose: To provide the format and content requirements for preparation of the Financial Reports.

Scope: The procedure applies to Back-office provider and the Finance personnel required for preparation of these reports.

Responsibilities:

> Back-office provider and MPS Finance personnel will be responsible for assuring effective and informative reporting for the Organization.

Procedure:

1.0 PREPARATION GUIDELINES

1.1   Financial reports that provide management the necessary information to understand whether the Organization is progressing as planned are prepared monthly or as needed.

1.2   Back-office provider maintains electronic copies of all reports and analyses.

2.0   **FINANCIAL REPORTS**

2.1   The Chief Financial Officer should review accounting program financial reports on a regular basis.

3.0   **CASH FLOW REPORT**

3.1   The Cash Flow Report represents a summary of the cash flowing through the Organization in the near term and identifies any potential shortfall that might occur in the near future before it occurs. The Cash Flow Report should be reviewed at least monthly by the Chief Financial Officer. This report supplements the detailed monthly and quarterly financial statement reports and provides a quick look at the cash performance of the Organization.

G&A104 Management Reports   page 1 of 4

24

Deleted: --------------------------Page Break--------------------------

Deleted: ¶
¶
¶

Deleted: --------------------------Page Break--------------------------

Accounting Policies, Procedures and Forms

3.2 The Cash Flow Report should include projected operating cash balances for each month with estimated cash receipts by major classifications and projected disbursements by major account classifications.

3.3 Back-office provider will notify the Chief Financial Officer of any shortfall so that the Organization may determine alternative courses of action to rectify the situation.

4.0 **BUDGET VS. ACTUAL REPORT**

4.1 The Budget vs. Actual Report represents a comparison of planned operating expenses to the actual expenses incurred for the period. The objective is to highlight results against plan, percentages and variances and thus provide a basis for management decisions. The Budget vs. Actual Report is prepared and maintained by Back-office provider on a monthly basis.

5.0 **FINANCIAL STATEMENTS**

5.1 The Chief Financial Officer, Chief Executive Officer, and the Board of Directors should review the Financial Statements monthly for each board meeting. This report provides one indication of the performance of the Organization.

5.2 The Financial Statements typically are comprised of three main parts: The Statement of Financial Position, Statement of Activities, and the Statement of Cash Flows (Statement of Cash Flows quarterly).

The Statement of Financial Position (Balance Sheet) lists all of the Organization's assets (cash, receivables, deposits, inventory, equipment, intellectual property, etc.), liabilities (debt, lease obligations, etc) and net assets. It identifies the assets (which are "the business") and the financiers, or debt and equity holders and the relationship between the two.

The Statement of Activities represents the Organization's operational sources of cash – revenue – or uses – business expenses and is typically divided into operating periods that represent months, quarters or years of operations. It identifies the profitability of the Organization as a function of the accounting decisions.

The Statement of Cash Flows is the difference between the Statement of Financial Position sources and uses of cash and the Statement of Activities sources and uses of cash. This difference assists in identifying the health of the Organization's operations. It identifies whether the Organization is producing cash or consuming cash and at what rate and from what sources.

G&A104 Management Reports | page 2 of 4

25

Accounting Policies, Procedures and Forms

5.3 The Financial Statements should be produced after the close of the Organization's period (see procedure G&A105 PERIOD-END REVIEW & CLOSING). The final Financial Statements form the basis for the Organization's formal presentations to the Board of Directors, or other stakeholders such as banks, outside agencies, or creditors in accordance with procedure G&A109 CONFIDENTIAL INFORMATION RELEASE.

References:

FINANCIAL ACCOUNTING STANDARDS BOARD (FASB)

Since 1973, the Financial Accounting Standards Board (FASB www.fasb.org) has been the designated organization in the private sector for establishing standards of financial accounting and reporting. Those standards govern the preparation of financial reports. They are officially recognized as authoritative by the Securities and Exchange Commission (Financial Reporting Release No. 1, Section 101) and the American Institute of Certified Public Accountants (Rule 203, Rules of Professional Conduct, as amended May 1973 and May 1979).
FASB pronouncements are the primary sources of GAAP.

GENERALLY ACCEPTED ACCOUNTING PRINCIPLES (GAAP)

A collection of accounting principles. Typically includes the most recent developments of all generally accepted accounting principles (GAAP) as derived or collected from various technical pronouncements. Sources include FASB statements, interpretations, technical bulletins and concepts; American Institute of CPAs (AICPA); Accounting Principles Board opinions, accounting research bulletins, and position statements; and Securities and Exchange (SEC) financial reporting releases.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Revision of responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision of wording/clarification of processes	

Deleted: ¶

G&A104 Management Reports   page 3 of 4

26

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶
¶

G&A104 Management Reports   page 4 of 4

27

Deleted: -----------------------------Page Break-----------------------------
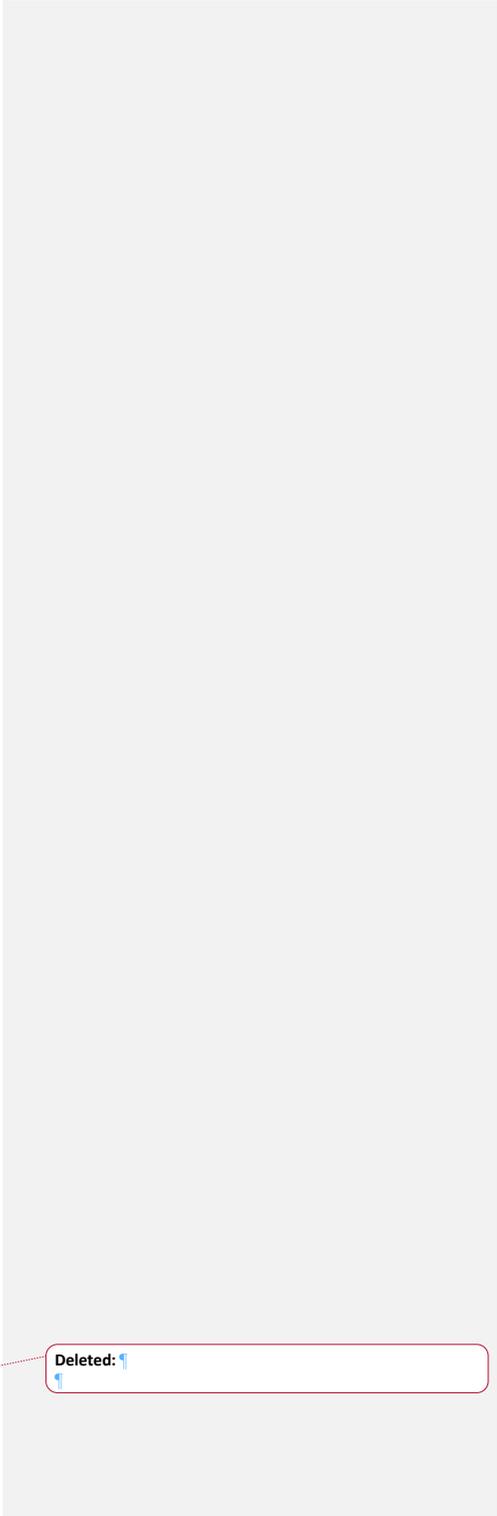
Accounting Policies, Procedures and Forms

SOP # G&A105 Revision: 2   **Prepared by: Central Office**
Effective Date: 9/5/2017   **Approved by: BOD**

Title: **G&A105 PERIOD-END REVIEW & CLOSING**

Policy: An orderly, timely and comprehensive review of all general ledger accounts
                   should be performed or directed by the Chief Financial Officer to ensure an
                   accurate representation of the company's financial statements. These
                   practices are aimed at proving that the financial accounts are accurate, and if
                   not, are properly adjusted to make them accurate, prior to closing.

Purpose: To provide a general overview of the process to be completed for reviewing
                   the accounting records at year-end or any particular month-end prior to
                   closing.

Scope: These practices apply to all accounts. Typically, all financial accounts are
                   reviewed and then closed out as of the company's year-end.
                   Consequently, the procedures that follow are discussed in reference to
                   year-end review. However, a sub-set of these procedures is also
                   applicable to month-end reviews. Month-end procedures are identified
                   near the end of this module.

Responsibilities:

                   Back-office provider is responsible for creating and reviewing all period-end
                   activities to ensure the period-end financial statements accurately reflect the
                   results of the Organization's activities. All general ledger adjustments should
                   be approved by designated Finance team member .

1.0   CLOSINGS PREPARATIONS

1.1   The following procedures would be expected for monthly closings:

   • Reconcile all bank accounts

   • Print and compare the aged receivables and payables to the general ledger.
     Make appropriate adjustments to balance the accounts.

   • Review all Statement of Financial Position and Statement of Activities
     accounts for completeness

   • Retain all above reports in a monthly summary file.

2.0   STATEMENT OF FINANCIAL POSITION: ASSETS

G&A105 Period-End Review and Closing   page 1 of 3

Deleted: -----------------------------Page Break-----------------------------

28

Accounting Policies, Procedures and Forms

2.1 **Cash accounts** - prepare the bank reconciliations for year-end balances per the bank statement to the balance per books for each account. The year-end reconciliation is especially important for preparing the final year-end financial statements to ensure that it is completely accurate.

Show origination dates and description of each reconciling item. Prepare the necessary journal entries to adjust to the reconciliations. Totals must agree with the general ledger. File all reconciliation reports in the year-end closing file.

2.2 **Accounts Receivable** – Print a detailed aged accounts receivable report and reconcile it to the General Ledger. This can be prepared as soon as all accounts receivable are calculated as of year-end. Calculate possible allowances for un-collectible accounts. Adjust prior allowances to calculated amount. Write off any un-locatable differences. Retain a complete copy of the detailed accounts receivable, along with any reconciling adjustments in the year-end closing file.

2.3 **Inventory** – Supplies inventory may be small but should be evaluated periodically for cost increases.

2.4 **Capital Assets** - Update the detailed schedule of fixed assets with any additions and deletions and reconcile to the general ledger balances.

2.5 **Other Assets** - Other assets include utility or real estate deposits, prepaid insurance, advances to employees, and intangibles like store pre-opening costs. These should all be identified and documented. For example, a copy of the initial deposit with the utility company, or a list of the facility pre-opening costs with a schedule showing how much of those costs are to be amortized each year. File copies of these documents in the year-end closing file.

3.0 STATEMENT OF FINANCIAL POSITION: LIABILITIES AND NET ASSETS

3.1 Liabilities are shown as the amount to be paid in the subsequent period. If in doubt, record the liability.

3.2 **Accounts Payable** - Print a detailed aged accounts payable report and reconcile it to the general ledger. This is generally completed 2 to 4 weeks after the year-end to ensure that all vendor invoices relating to services and merchandise purchased have been received and entered.

Compare all month-end vendor statements to balances per accounts payable and investigate any differences. Consider making adjustments for any significant unrecorded liabilities such as work started prior to year-end, but not yet billed by the supplier. Retain a complete copy of the accounts payable detail, along with any reconciling adjustments, in the year-end closing file.

3.3 **Accrued Expenses** - Review accruals for sales tax, payroll, payroll tax, payroll deductions payable, interest expense on short-term borrowings and long-term debt.

3.4 **Loan Debt** - Verify recorded accuracy of debt by ensuring the general ledger balances agree to year-end statements from lending institutions. Save all year-end statements in year-end closing file.

G&A105 Period-End Review and Closing   page 2 of 3

29

3.5 **Contingent Liabilities and Commitments** - Prepare a schedule of any outstanding litigation and possible losses. Prepare a schedule of all long-term rental agreements with amounts due by year for the next five years. Retain these schedules in the year-end closing file.

3.6 **Net Assets** - Record any changes in the Prior Period Adjustment category but ordinarily this account does not have any transactions directly posted to it.

4.0 **STATEMENT OF ACTIVITIES: REVENUE & SUPPORT**

4.1 **Revenue & Support** – Review all program revenue, reimbursement billings, and any other donations.

4.2 Additionally, the Chief Financial Officer and back-office provider should periodically review revenue trends, cost associated with revenues, variable expenses and fixed expenses. Look for patterns, new trends, seasonal variances, or profitable emerging products that may indicate changes in customer or program behavior.

4.3 The Chief Financial Officer and back-office provider should analytically review the revenue reports and explain all variances.

5.0 **STATEMENT OF ACTIVITIES: EXPENSES**

5.1 Each expense total should be compared to expense total from the year before (and budgets if applicable). Attempt to explain any unusual variances. Some expense items are directly related to asset or liability accounts and can be reconciled in conjunction with the related Statement of Financial Position account.

5.2 P**rogram Costs** - A detailed report should be produced of program costs and analyzed in relation to the associated revenues and to prior periods.

5.3 **Payroll** - At year-end, the various payroll expense accounts should agree to total gross payroll per payroll reports. Account for all deductions for W-3 reported to the Social Security Administration, 1099s for vendors, as well as FICA and other taxes reported accordingly.

5.4 **Bad Debt Expense** - Prepare a list of all accounts written off during the year. Note specifically any addition to the allowance for uncollectible accounts.

5.5 **Interest Expense** - Prepare a schedule of interest expense by source. Reconcile amounts to short-term borrowings and long-term debt.

Deleted: ¶

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify process	

Accounting Policies, Procedures and Forms

SOP # G&A106 Revision: 1   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title:	**G&A106 CONTROLLING LEGAL COSTS**
Policy:	The Organization will employ various methods to manage and whenever possible, minimize legal expenses.
Purpose:	To describe the procedures for managing and controlling associated legal expenses.
Scope:	This statement applies to all individuals with the responsibility for contracting legal services and/or approving agreements, contracts, or any other legally associated transactions.

Responsibilities:

Chief Executive Officer will resolve, negotiate, and examine all legal expenses.

Legal Counsel should provide the estimated costs of legal engagements and the most likely outcome.

Definition: Arbitration - is a private, informal process by which all parties agree, in writing, to submit their disputes to one or more impartial persons authorized to resolve the controversy by rendering a final and binding award, which is enforceable in court. It can be used for a wide variety of disputes from commercial transactions to labor grievances.

Declaratory Judgment - is a binding judgment issued by the court that defines the legal relationship between the parties and their rights with respect to the matter before the court. Commonly used in contract disputes (especially useful if no physical agreement exists and or a suit has not been filed yet) to clarify what conduct is permitted or prohibited by the contract or to clarify the contract if necessary.

A declaratory judgment provides the opposing party (defendant) with the opportunity to pick and chose the venue or jurisdiction, and the parties to the litigation. In this manner the opposing party can steal the initiative, direct the litigation, and maximize its chances of winning.

Procedure:

1.0 ARBITRATION

1.1 Whenever practical, the Organization should utilize arbitration to resolve disputes. Arbitration can significantly reduce the amount of time and legal fees to resolve a dispute. The major features of arbitration are:

- A written agreement to resolve disputes by the use of impartial arbitration. Such a provision can be inserted into a contract for the resolution of possible

Deleted: ¶

G&A106 Controlling Legal Costs   page 1 of 4

31

Deleted: ------------------------------Page Break------------------------------

Accounting Policies, Procedures and Forms

future disputes, or can be an agreement to submit to arbitration of an existing dispute.

- Under the rules of arbitration, the procedure is relatively simple and informal. Strict rules of evidence do not apply; there is no motion practice or formal discovery; no requirements for transcripts of the proceedings or for written opinions of the arbitrators. The rules are flexible and can be varied by mutual agreement of the parties.

- Impartial and knowledgeable neutrals serve as arbitrators. Arbitrators are selected for specific cases because of their knowledge of the subject matter. Based on that experience, arbitrators can render an award grounded on thoughtful and thorough analysis.

- Final and binding awards which are enforceable in a court. Court intervention and review is limited by applicable state or federal arbitration laws, and award enforcement is facilitated by these same laws.

1.2   The following standard clause should be inserted whenever practical into contracts, agreements, etc. to provide for the arbitration of possible future disputes:

> "Any controversy or claim arising out of or relating to this contract, or the breach thereof, shall be settled by arbitration in accordance with the Commercial [or applicable] Rules of the American Arbitration Association and judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof."

The arbitration of existing disputes may be accomplished by mutual agreement of parties with the use of the following terminology:

> "We, the undersigned parties, hereby agree to submit to arbitration under the Commercial [or applicable] Rules of the American Arbitration Association the following controversy.

<p style="text-align:center">[Describe Briefly]</p>

> We further agree that we will faithfully observe this agreement and the rules, and that we will abide by and perform any award rendered by the arbitrator(s) and that a judgment of the court having jurisdiction may be entered upon the award."

2.0   LEGAL SERVICES

2.1   All legal documents prepared for the company's use, such as vendor contracts, employment agreements, sales orders, etc. should be written in common language and whenever possible should avoid the use of legalese or jargon. Legalese tends to complicate even simple arrangements and often unnecessarily requires the incurrence of legal assistance for mere interpretive purposes.

Deleted: ¶
¶

G&A106 Controlling Legal Costs   page 2 of 4

Accounting Policies, Procedures and Forms

2.2   Before undertaking legal disputes, the Organization's legal counsel should ascertain and inform the Organization of the estimated costs that will be incurred for the legal engagement and the probable or most likely outcome of the case along with the probable amount of any awards or judgments. Use this information to produce a budget and clarify any matters that are increasing the budget. A budget will provide some assurance that the legal counsel has thought the matter through and it will also provide a baseline to determine the legal utility obtained from the matter.

2.3   Use legal action only as a last resort. Legal action is frequently not very effective. In fact, a threatened action — particularly with intellectual property — could result in a pre-emptive declaratory judgment lawsuit by the other party thus giving them the "home-field" advantage, which could lead to higher legal costs.

3.0   **LEGAL BILLINGS**

3.1   Consider negotiating a "money-back" guarantee with the right to audit any bill for up to six months. Request that all fees that are proven to be unnecessary or excessive be returned. Then examine all legal bills for any such unnecessary or excessive transactions.

3.2   Many times, legal bills are aggregated, vague and too uninformative to be useful in controlling costs. Therefore, all legal arrangements contracted by the Organization should require itemized billings to include the following information:

- Start and end times and dates of each service transaction
- Detailed description of services provided or work performed
- Distinct itemization of each individual performing services

3.3   Examine all internal discussions or conferences and note exactly who is working on the case and why. Ask for a justification for all attorneys working on the case.

3.4   Consider alternatives such as contingent fees, fixed fees, and monthly retainers. All fees are negotiable.

G&A106 Controlling Legal Costs   page 3 of 4

33

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17		

Deleted: ¶

Deleted: ¶

Deleted: ---------------------------------Page Break---------------------------------

Accounting Policies, Procedures and Forms

SOP # G&A107 Revision: 2   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **G&A107 TAXES AND INSURANCE**

Policy: To ensure compliance with all Federal, state, local, and other regulatory taxation requirements

Purpose: To outline the general areas of taxation. To be used as a checklist or guide in complying with tax requirements related to each specific location and organizational structure.

Scope: This statement applies to the business activities of the company.

Responsibilities:

>   The Finance team and back-office provider responsible for determining all tax liabilities and fees, and the dates due

>   Back-office provider is responsible for ensuring the timely payment of all tax liabilities and fees..

Procedure:

1.0   **ORGANIZATION FEES AND TAXES**

1.1   Fees and taxes will vary depending on the legal structure of the business activity. The Organization is a Not-For-Profit organization; however, there may be from time to time revenue earned that is taxable as if the Organization were a For- Profit entity and those profits would be considered Unrelated Business Income and subject to tax.

1.2   The Finance team and back-office provider should check with the secretary of state, registry of charitable trusts, the IRS, and any other agency that non-profit organizations may pay fees with in order to ensure all fees are paid in a timely manner. Failure to pay such fees can result in the loss of the company's legal status or structure.

2.0   **UNRELATED BUSINESS INCOME TAX**

2.1   Activities conducted not related to the exempt purpose of the Organization can be subject to unrelated business income tax.

3.0   **PAYROLL FEES AND TAXES**

3.1   The Federal and state governments charge an **unemployment tax**, based on a specified minimum amount of each worker's salary level. For most states, the rate can change from business to business depending on the Company's history of claims and the economic health of the state in which the Company is located. Most of Magnolia's schools participate in the School Employers' Fund (SEF) for unemployment insurance.

3.2   **Worker's compensation insurance** may be imposed by a state like a tax. It can also vary based on the amount of payroll, past history of worker's compensation claims, and the type of work in which the business is engaged. This coverage is generally arranged through an insurance company.

G&A107 Taxes and Insurance   page 1 of 4

35

Accounting Policies, Procedures and Forms

3.3 At the Federal level, payroll is taxed at a uniform rate for **Social Security** and **Medicare**. These two taxes are evenly shared between the company and the employee up to certain levels of income. Additionally, personal income taxes, based on the employee's compensation, must be **withheld** from the employee's earnings and remitted to the government by the company, along with the company's and employee's share of **Social Security** and **Medicare** taxes.

3.4 In California, a portion of the employee's compensation is also **withheld** and remitted to the state by the Organization.

3.5 Other payroll withholdings, mandated by Federal or state requirements, may require wage garnishments to fulfill a bankruptcy edict or childcare payment requirement.

3.6 The Treasury Department and or the Internal Revenue Service (IRS) collects all monies due the Federal Government. Technically, withholding amounts deducted from a paycheck are considered the government's money and the business owner is temporarily holding the money, in deposit, until it can be transferred to the government. Any failure to pay in a timely fashion is considered a serious matter by the IRS and will not be ignored.

The IRS will impose a penalty for failing to pay the required withholding amounts on time. In addition, interest will be charged until the amount is paid. Both interest and penalties imposed by the IRS can add up significantly.
Therefore, the IRS is not a good source to "borrow" money from if cash is tight.

Note: Money due the IRS is NOT dischargeable in bankruptcy.

3.7 Certain local municipalities charge an **Earnings tax** based on payroll, income, assets, stock options granted or any combination. Check with the city clerk for details.

4.0 EXCISE TAXES

4.1 There are many different federal government taxes or fees imposed on the commerce of different types of businesses. The following represents the most common.

4.2 Penalties and interest may result from any of the following acts.

- Failing to collect and pay over tax as the collecting agent.
- Failing to keep adequate records.
- Failing to file returns.
- Failing to pay taxes.
- Filing returns late.
- Filing false or fraudulent returns.
- Paying taxes late.
- Failing to make deposits.

G&A107 Taxes and Insurance   page 2 of 4

36

Deleted: ¶
¶

Deleted: ------------------------------Page Break------------------------------

Accounting Policies, Procedures and Forms

- Depositing taxes late.
- Making false statements relating to tax.
- Failing to register.

5.0   OTHER TAXES AND CREDITS

5.1   Many state, counties, and cities impose **real estate taxes.** The Organization should ensure that where possible the Organization has applied for exemption from property taxes as a non-profit organization.

5.3   **Sales and Use Taxes** – at this time, the Organization does not sell any products and is not subject to sales tax. However, they may make purchase from out of state vendors that are subject to California Use Tax. Such expenditures are monitored and reported, and payment is remitted quarterly to the Board of Equalization.

6.0   TAX PAYMENTS

6.1   The Finance team should create and maintain a detailed tax calendar as a guide, which provides a sample guide to some of the most common taxes. The guide should serve a reminder of tax due dates.

7.0   INSURANCE

7.1   Insurance needs for a business can be grouped in two broad categories, those that are directed at safeguarding assets and those that are furnished as employee benefits. Employee benefit insurance such as, health insurance, disability insurance and key man life insurance, should be considered in light of its importance in the entire employee compensation mix and in light of the personal needs of the company's owner(s).

7.2   Insurance used for safeguarding company's assets includes: property, causality, key-man and professional liability insurance, as well as auto insurance, errors and omissions, directors' liability or business interruption insurance. The levels and terms of these policies should be determined based upon the value of the assets at risk and creditor or state and local requirements.

7.3   Business with a lot of employees should consider employment practices liability insurance covers businesses against some types of employee lawsuits including:

- Sexual harassment
- Discrimination
- Wrongful termination
- Breach of employment contract
- Negligent evaluation
- Failure to employ or promote
- Wrongful discipline
- Deprivation of career opportunity

	Deleted: t

G&A107 Taxes and Insurance   page 3 of 4

37

Accounting Policies, Procedures and Forms

- Wrongful infliction of emotional distress
- Mismanagement of employee benefit plans

7.4 Certificates of insurance may be required to be on file or on display depending on governmental requirements. It is important to consider that the insurance policy is a contract. Each year's policy should be saved in a permanent file. A product liability suit can go back many years, and if the potential claim is significant, the protection afforded by the prior year's insurance coverage will be improved if that year's policy has been saved.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/2017	Revise to clarify procedures	

Deleted: ¶
¶
¶

G&A107 Taxes and Insurance   page 4 of 4

38

Accounting Policies, Procedures and Forms

SOP # G&A108 Revision: 0　　　　　**Prepared by: Central Office**
Effective Date: 2/14/13　　　　　　**Approved by: BOD**

Title:　　　**G&A108 PROPERTY TAX ASSESSMENTS**

Policy:　　All property tax assessments will be reviewed for accuracy and proper assessed valuations to ensure minimum property tax costs to the Organization.

Purpose:　To outline the areas for review in assessments and methods for appealing overstated assessments. A Non-Profit property tax exemption is the preferred method to minimize property taxes.

Scope:　　This statement applies to the Finance Department for property tax assessments for all sites owned by the Organization.

Responsibilities:

The Chief Financial Officer is responsible for reviews of Assessments including the review of Property Descriptions, validating record accuracy and submitting appeals to local Assessor's Offices.

Procedures:

1.0　REVIEW OF ASSESSMENTS

1.1　All assessments are to be promptly reviewed. Many jurisdictions only allow a challenge to an assessment within 30 days after the annual notice of assessed value is sent. If the Finance Department misses the deadline, the Organization loses the chance to reduce the year's property taxes. There are normally no refunds for prior years' property taxes even if successfully challenged in the future. Often, it may be advisable to begin the analysis process prior to receiving the assessment notice.

1.2　When reviewing an assessment, the first step is to find out how the property was assessed. Ask for a full explanation of how the assessed value was derived. Assessors are usually cooperative in providing this information.

1.3　Upon receipt of the basis for assessment, the following factors should be reviewed:

Note: Do not make the mistake of thinking property has received a favorable low assessment just because its assessed value is less than its market value. Many jurisdictions use "assessment ratios" that are a percentage of market value. What is important is the amount of a property's assessment compared to those of similar properties. A below market assessment may in fact be very high.

Deleted: ¶

G&A108 Taxes and Insurance　　　　　　page 1 of 4

39

Accounting Policies, Procedures and Forms

- **Research Similar Properties:** Tax assessments are part of the public record. Assessments of similar properties to the Organization's should be looked up to see that the Organization's assessment is in line. The objective is to find assessed values for similar properties that are far lower than the Organization's. For example, organization locations within industrial parks or similar developments should be easy to find very similar properties for comparison.

- **Review Property Descriptions and Accuracy of Records:** Review records for possible clerical errors. Ensure that property descriptions are correct and the building size (total square feet) is not overstated. Make sure that all dates are correct and that all calculations are properly computed. A wrong construction date or simple mathematical error can increase tax valuations.

- **Deflate Property Valuations:** Tax assessors generally value property on the basis of historical cost and the recent sales prices of other properties in the area. Often, when figuring local property taxes, numbers reported on the federal tax return will be used. Depreciable assets are valued at cost on the federal return when figuring depreciation deductions. However, the appropriate assessment for market value for property tax purposes may very different. Further, instead of performing actual physical inspections or assessments of properties every year, local assessors use "equalization ratios" to adjust the annual assessment. The equalization ratio is a type of an inflation adjustment meant to reflect the current general trend in property values. However, the current trend in property values may not apply to the Organization's property.

1.4   If the Organization can provide solid reasons for using different measures to value property, it may be able to receive a reduction in property taxes. Possible valuation methods can include:

- **Income Production:** Measure the current value of the cash flow stream generated by the property, which may be substantially lowered during a recession.

- **Replacement or Reproduction Cost**: How much it would cost to replace or reproduce the property should be determined. For example, if the construction industry is in a downturn, the cost to replace the property may be less than what the Organization paid for the property.

- Also the Organization should evaluate if it incurred any construction cost overruns due to bad weather, labor disturbances, material shortages, etc., that may have increased the cost of a new building without adding to its value. Decorative features may also add much less value than their actual cost.

- **Market Prices:** The actual recent sales of similar properties may show that the Organization's property is over-assessed.

G&A108 Taxes and Insurance   page 2 of 4

40

Deleted: -----------------------------Page Break------------------------------

Accounting Policies, Procedures and Forms

- **Unique Features or Business Obsolescence:** Changes to the characteristics of the property or features specific to the Organization's business may reduce its value. Examples can include:

- Change in zoning restrictions that limit the use of the property.

- Changes in neighborhood logistics, such as a median divider placed in a highway that deprives a location from access to customers, rerouting of a highway, closing of a railroad line or economic decline in the area that forces the Organization's traditional customer base to move away.

- Obsolete design for the Organization's particular business needs such as a facility that has been specially designed to hold machinery that has been made obsolete by a competitor's innovation or a communications facility built with conventional wiring that is obsolete due to a switch in the industry to the use of fiber optics.

- Unique design aspects which meet Organization needs but would reduce the value of a property to others.

- A general downturn in the Organization's industry.

- Including Personal Property in Building Valuations: Property that is movable is personal property and should not be included in a valuation of the building. Many items such as piping, wiring, climate control systems, generators, special supports and foundations for equipment may look like part of the building to the assessor but should not be included in the building's assessment.

1.5   Where the Organization is renting classroom or other facilities with triple net leases that includes property taxes that the Organization paid, the Organization should consider evaluating the lease location for the possibility that the landlord has not lowered the property taxes or is charging an unfair higher property tax to the Organization.

1.6   Under all circumstances the Organization should seek a property tax exemption or waiver. Often times the County will assess taxes for the first year, and the waiver will apply thereafter.

2.0   APPEALING OF ASSESSMENTS

2.1   If upon review of the assessment and all other factors, the Finance Department believes a downward adjustment to the property assessment is appropriate, an appeal should be prepared. Experience has shown that if an organization presents a sound argument for challenging an assessment, the Organization has an excellent chance of receiving some type of tax reducing adjustment even if it is less than the Organization had requested.

2.2   The appeal case should include documentation of the above findings. It is important to keep in mind that the property tax assessor may not be familiar with

G&A108 Taxes and Insurance   page 3 of 4

Deleted: ¶

Deleted: ------------------------------Page Break------------------------------

41

Accounting Policies, Procedures and Forms

the details of the Organization's business or industry, so the Organization must prepare to explain how such factors may affect a property's value.

2.3 Once a sound case is prepared, an appeal can be sought by simply calling the local assessor's office and asking for an appointment to discuss the assessment. The meeting with the local assessor will generally be informal. It is important to not be adversarial with the assessor but to present the attitude that the Organization is helping the assessor to reach a more accurate valuation for the property by presenting additional information.

2.4 If the Organization does not receive any or a large enough adjustment, an appeal may be made with the local Board of Appeals. These meetings will probably be more formal and the Organization may wish to provide expert testimony or obtain an independent appraisal of the property to present to the Board of Appeals.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	

Deleted: ¶
¶

G&A108 Taxes and Insurance   page 4 of 4

Deleted: ------------------------Page Break------------------------

42

Accounting Policies, Procedures and Forms

SOP # G&A109 Revision: 1   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **G&A109 CONFIDENTIAL INFORMATION RELEASE**

Policy: The release of financial, statistical or other information that may be of a confidential nature to the Organization should be controlled. Individual requests should be referred to the Chief Financial Officer, or appropriate manager for disposition.

Purpose: To provide a means for the control of information to banks, media, credit bureaus, or other agencies and organizations.

Scope: All requests by an outsider to an employee regarding financial, revenue, marketing, customers, personnel, vendors, or other Organization confidential information. If in doubt, verify with the Chief Financial Officer

Responsibilities:

> Chief Financial Officer is responsible for safeguarding all Organization information and determining the appropriate level of detail for release.

> Office Manager shall oversee all responses to all reference requests.

Procedure:

1.0   **FINANCIAL INFORMATION REQUESTS**

1.1   Typical written requests are for additional information concerning details of the published financial statements, litigation progress, insurance coverage, names of investors, etc. If the request is by letter or other written correspondence, the material shall be forwarded to the Chief Financial Officer who will decide what information may be released and who will be authorized to reply.

1.2   If the request is by telephone or a personal visit to our office, the requester should be referred to the Chief Financial Officer. If either is unavailable, the requester should be asked to provide their name, Organization, telephone number and address, if possible. Also they should be asked the reason for the request and a brief description of the information desired. This information should be written down and forwarded to the Chief Financial Officer for follow-up.

1.3   The Chief Financial Officer should determine the appropriate response for each request. Formal Financial Statement presentations to the Board of Directors, or other stakeholders such as banks, should be accompanied by an opinion or comment from the Organization's Certified Public Accountant (CPA) prior to any formal presentation. (If no outside CPA review is obtained then some people may

G&A109 Confidential Information Release   page 1 of 6

43

Accounting Policies, Procedures and Forms

consider the Financial Statements as "Pro-Forma" and then request copies of completed tax returns). The Chief Financial Officer or designated Finance team member will examine the Financial Statements and prepare a formal version to one of three standards: compiled, reviewed or audited. The Organization should use an economically appropriate CPA standard sufficient to satisfy outside requirements.

The CPA standards are as follows:

- Compiled Financial Statement. The CPA is unable to make any assurances on the data or methods used to produce the financial statements. The CPA will re-cast the financial statements into a standard format (as per Generally Accepted Accounting Principles or GAAP) with a disclaimer that the statements are un-audited and the information is solely derived from the management of the business entity.

- Reviewed Financial Statement. The CPA is able to make some limited assurances that material changes are not required in order for the Financial Statements to be in conformity with GAAP. The CPA uses limited inquiry and some analytical procedures to ascertain the reasonableness of the statements. The information is then re-cast into a standard format with appropriate footnotes and a disclaimer that the statements are un-audited and only a limited inquiry has been made into the reasonableness of the information.

- Audited Financial Statement. The CPA provides assurance, through an opinion letter, that the financial statements are a fair representation of the financial position, results of operations, and cash flows of an entity. This opinion is given after a detailed review and verification of the accounting records and processes used to produce the data. Verification steps include various analytical procedures, client surveys, third party confirmation, and detailed accounting record reviews.

Any irregularities found could lead to either a "qualified" opinion, to indicate that something is inconsistent with GAAP, or an "adverse" opinion, which calls into question the reliability of the information itself. The CPA considers an adverse opinion very serious.

1.4 Some types of confidential information may require the signing of G&A109 Ex1 NON-DISCLOSURE AGREEMENT, prior to release. This may include requests for product release schedules, development plans, elements of corporate strategy, customer lists, intellectual property, financial information, legal proceedings, or time sensitive information.

2.0 **PERSONNEL INFORMATION REQUESTS**

2.1 The Office Manager shall oversee all responses to all reference requests. No other employee, including a former employee's immediate supervisor, shall be authorized to respond independently without first obtaining approval from Human Resources.

G&A109 Confidential Information Release   page 2 of 6

Deleted: --------------------Page Break--------------------

44

Accounting Policies, Procedures and Forms

2.2 All requests should be in writing, using Organization letterhead, indicating in that letter that the subject of the reference request has applied for a job. Information is not to be provided over the phone.

2.3 Each response shall be obtained only from people with first-hand knowledge of the employee's performance.

2.4 The Office Manager shall review all responses to ensure that:

- Only factual information about the employee's job performance and qualifications for employment are included in the response. At no time should a response include emotions, personal feelings, rumors, non-work-related comments or exaggerations.

- If at all possible it is important that some form of documentation or solid evidence supports all information provided in the response.

2.5 Retain a copy of all responses, including the contents of any oral response, in the former employee's personnel file.

3.0 CREDIT REFERENCE INQUIRIES

3.1 All credit reference requests should be in writing. Information requests should be directed to the Office Manager and are not to be provided over the phone.

3.2 The Office Manager should review the Credit Inquiry form for completeness prior to responding. Retain a copy of all responses, including the contents of any oral response, in the customer's file.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revised to clarify processes	

G&A109 Confidential Information Release   page 3 of 6

45

Deleted: ¶
¶

Deleted: ------------------------Page Break------------------------

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶

Deleted: ¶

Deleted: --------------------Page Break--------------------

Accounting Policies, Procedures and Forms

G&A109 Ex1 NONDISCLOSURE AGREEMENT

This NONDISCLOSURE AGREEMENT is made and entered into as of (DATE) between (THE ORGANIZATION NAME, STATE OF INCORPORATION AND ADDRESS), and (OTHER PARTY NAME, STATE OF INCORPORATION AND ADDRESS).

1. **Purpose.** The parties wish to explore and/or implement a business opportunity of mutual interest, and in connection with this opportunity, each party may disclose to the other certain confidential technical and business information that the disclosing party desires the receiving party to treat as confidential.

2. **"Confidential Information"** means any information disclosed by either party to the other party, either directly or indirectly, in writing, orally or by inspection of tangible objects (including, without limitation, documents, prototypes, samples, plant and equipment) that is designated as "Trade Secret", "Confidential", "Proprietary" or some similar designation, or is of such a nature or has been disclosed in such a manner that it should be obvious to the receiving party that such is claimed as confidential. Information communicated orally shall be considered Confidential Information within a reasonable time after the initial disclosure. Confidential Information may also include information disclosed to a disclosing third party by third parties. Confidential Information includes, without limitation, a disclosing party's trade secrets, know-how, intellectual property and proprietary information as well as business plans, financial data and the status and terms of any discussions between the parties regarding a potential business transaction. Confidential Information shall not, however, include any information that (i) was publicly known and made generally available in the public domain prior to the time of disclosure by the disclosing party; (ii) becomes publicly known and made generally available after disclosure by the disclosing party to the receiving party through no action or inaction of the receiving party;
(iii) is already in the possession of the receiving party at the time of disclosure by the disclosing party as shown by the receiving party's files and records immediately prior to the time of disclosure; (iv) is obtained by the receiving party from a third party without a breach of such third party's obligations of confidentiality; (v) is independently developed by the receiving party without use of or reference to the disclosing party's Confidential Information, as shown by documents and other competent evidence in the receiving party's possession; or (vi) is required by law to be disclosed by the receiving party, provided that the receiving party gives the disclosing party prompt written notice of such requirement prior to such disclosure and assistance in obtaining an order protecting the information from public disclosure.

3. **Non-use and Non-disclosure.** Each party agrees not to use any Confidential Information of the other party for any purpose except to evaluate and engage in discussions concerning a potential business relationship between the parties. Each party agrees not to disclose any Confidential Information of the other party to third parties or to such party's employees or agents, except to those employees or agents of the receiving party who are required to have the information in order to evaluate or engage in discussions concerning the contemplated business relationship. A receiving party shall be responsible and liable for the action of its employees and agents with respect to a disclosing party's Confidential Information and shall fully cooperate with the disclosing party in enforcing any rights of the disclosing party against any such person in connection with a breach of this Agreement. Neither party shall reverse engineer, disassemble or de-compile any prototypes, software, or other tangible objects that embody the other party's Confidential Information and that are provided to the party hereunder. Neither party shall hire any employees of the other during the term of this Agreement and for a period of two years thereafter.

4. **Maintenance of Confidentiality.** Each party agrees that it shall take reasonable measures to protect the secrecy of and avoid disclosure and unauthorized use of the Confidential Information of the other party. Without limiting the foregoing, each party shall take at least those measures that it takes to protect its own highly confidential information and shall ensure that its employees and agents who have access to Confidential Information of the other party have signed a Non-use and Non-disclosure agreement in content similar to the provisions hereof, prior to any disclosure of Confidential Information to such employees and agents. Neither party shall make any copies of the Confidential Information of the other party unless the other party previously approves the same in writing. Each party shall reproduce the other party's proprietary rights notices on any such approved copies, in the same manner in which such notices were set forth in or on the original.

Deleted: ¶
¶

G&A109 Confidential Information Release   page 5 of 6

47

Accounting Policies, Procedures and Forms

5. **Ongoing Development.** Nothing in this Agreement shall prohibit or restrict either party's right to develop, use or market products or services similar to or competitive with those of the other party disclosed in the Confidential Information as long as such shall not otherwise be a breach of this Agreement. Each party acknowledges that the other may already possess or have developed products or services similar to or competitive with those of the other party disclosed in the Confidential Information. Each party shall remain free to use in the course of its business its general knowledge skills and experience incurred before, during or after the date of this Agreement and the activities hereunder.

6. **No Obligation.** Nothing herein shall obligate either party to proceed with any transaction between them and each party reserves the right, in its sole discretion, to terminate the discussions contemplated by this Agreement concerning the business opportunity. Upon termination of such discussions the parties shall return all Confidential Information as provided in paragraph 8 and shall have no further rights to evaluate or use the Confidential Information of each other for any purpose whatsoever.

7. **No Warranty.** ALL CONFIDENTIAL INFORMATION IS PROVIDED "AS IS." THE PARTIES MAKE NO REPRESENTATIONS OR WARRANTIES, EXPRESS, IMPLIED OR OTHERWISE, REGARDING THE ACCURACY, COMPLETENESS OR PERFORMANCE OF ANY OF ITS RESPECTIVE CONFIDENTIAL INFORMATION.

8. **Return of Materials.** All documents and other tangible objects (except for any tangible objects purchased by a party) containing or representing Confidential Information that have been disclosed by either party to the other party, and all copies thereof which are in the possession of the other party, shall be and remain the property of the disclosing party and shall be promptly returned to the disclosing party upon the disclosing party's written request.

9. **No License.** Nothing in this Agreement is intended to grant any rights to either party under any patent, mask work right, trademark, trade secret or copyright of the other party, nor shall this Agreement grant any party any rights in or to the Confidential Information of the other party except as expressly set forth herein.

10. **Term.** The obligations of each receiving party hereunder shall survive until such times as all Confidential Information of the other party disclosed hereunder becomes publicly known and made generally available through no action or inaction of the receiving party. Notwithstanding the surviving obligations of a receiving party to maintain the confidentiality of a disclosing party's Confidential Information either party may at any time given written notice to the other party that it does not desire to receive any additional Confidential Information from the other party. After receipt of such notice, such party shall no longer furnish its Confidential Information to the notifying party.

11. **Remedies.** Each party agrees that any violation or threatened violation of this Agreement may cause irreparable injury to the other party, entitling the other party to seek injunctive relief in addition to all other legal and equitable remedies.

12. **General Provisions.** This Agreement shall bind and inure to the benefit of the parties hereto and their successors and assigns. This Agreement shall be governed by the laws of the State of Missouri, without reference to conflict of laws principles. This document contains the entire Agreement between the parties with respect to the subject matter hereof. Any failure to enforce any provision of the Agreement shall not constitute a waiver thereof or of any other provision. This Agreement may not be amended, nor any obligation waived, except by a writing signed by both parties hereto.

(THE ORGANIZATION).   (THE OTHER PARTY)

By: Name: By:_____

                                                         Name:_____
Title: _____
                                                         Title: _____

&A109 Confidential Information Release   page 6 of 6

48

Accounting Policies, Procedures and Forms

SOP # G&A110 Revision: 0   **Prepared by: Central Office**
Effective Date: 2/14/13   **Approved by: BOD**

Title: **G&A110 DOCUMENT CONTROL**

Policy: All documents used to provide work direction or set policy should be reviewed, approved, distributed and controlled by the office of the Chief Financial Officer.

Purpose: To define the methods and responsibilities for controlling documents used to provide work direction or set policy, and to define methods for document revision, approval, and distribution.

Scope: This procedure applies to all documents required by the Accounting Management System. Documents of internal or external origin are included.

Responsibilities:

      The Chief Financial Officer is responsible for controlling and reviewing, at least annually, the Accounting Manual, all procedures and instructions related to the Accounting Management System, and all External Documents that are required.

      The Finance Team is responsible for maintaining and controlling the Accounting Manual, all procedures and instructions related to the Accounting Management System, and all External Documents that are required.

      School Principals are responsible for ensuring the relevant versions of documents are available at the points of use and that they are legible.

Definitions: Controlled Document: A document that provides information or direction for performance of work is that is within the scope of this procedure. Characteristics of control include such things as Revision Number (letter), Signatures indicating review and approval, and Controlled Distribution.

      Document: Information and its supporting medium. The medium can be paper, magnetic, electronic, optical computer disc, photograph, or sample.

      External Document: A document of external origin that provides information or direction for the performance of activities within the scope of the quality management system. Examples include but are not limited to: customer drawings, industry standards, international standards, or equipment manuals.

G&A110 Document Control   page 1 of 6

49

Deleted: ¶
--------------Page Break--------------

Accounting Policies, Procedures and Forms

Procedure:

1.0   DOCUMENT DISTRIBUTION

1.1   Federal, State, and Local grants and contracts should be controlled. It is up to the Chief Executive Officer, Chief Financial Officer, and Chief Operations Officer to dispose of previous revisions as new revisions are released.

1.2   Each applicable department is responsible for maintaining each department's controlled documents. Examples of external documents include Memorandums of Understanding that may be used or referenced.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

Deleted: ¶
¶

G&A110 Document Control   page 2 of 6

Deleted: ¶
--------------------------Page Break---------------------------------

50

Accounting Policies, Procedures and Forms

G&A110 Ex1 REQUEST FOR DOCUMENT CHANGE (RDC)

Date:_____   RDC No.:_____

Originator:_____

Document Title and Publication Date:_____

Page and Chapter, or Paragraph Number:_____

Description Of Problem, Opportunity Or Reason For Request (Define in Detail):

_____

_____

_____

Solution Recommended (if known) Date Action Required By:_____

_____

_____

_____

Comments:_____

_____

_____

_____

_____

Department Manager Approval:_____
Recommended Solution To Problem or Postponement/Dissolution of Request
 (attach all necessary documentation to support response)_____

_____

_____

_____

Approved By:_____   Date:_____

PROCEDURE FOR COMPLETING FORM

1) Complete top section of this form except for RDC number
2) Obtain Department Manager's approval
3) Forward original to the Office Manager who will assign a RDC number (Note: one copy will be returned to originator with RDC number assigned.
4) The Office Manager will take action and if appropriate will proceed with an RDC.
5) The Office Manager returns a copy to Originator upon resolution of request.

Distribution: Original - RDC File   Copy 1 - Originator

G&A110 Document Control   page 3 of 6

51

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

G&A110 Document Control   page 4 of 6

52

Accounting Policies, Procedures and Forms

G&A110 Ex2 DOCUMENT CHANGE CONTROL

Date:_____

DCN#:_____

RDC#:_____

Doc. or Part No.	Description of Change, Documents affected and reason(s) for change(s)	Action Code(s)	Effective Date

53

Change Action Required

Make/order New Document: _____

Current Docs:

      Use until depleted   Return for Credit   Scrap   Save for spares

Other:_____

Comments: _____

_____

_____

_____

_____

Authorization(s): Chief Financial Officer   **Authorization(s): Office Manager**

By:_____   By:_____

Title:_____   Title:_____

Date:_____   Date: _____

G&A110 Document Control   page 5 of 6

54

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶
¶

G&A110 Document Control   page 6 of 6

Deleted: ----------------------------Page Break---------------------------

55

Accounting Policies, Procedures and Forms

SOP # G&A111 Revision: 0	**Prepared by: Central Office**
Effective Date: 2/14/13	**Approved by: BOD**

Title: **G&A111 FACSIMILE AND E-MAIL SIGNATURES**

Policy: Fax and E-mail signatures are accepted as if the signature were an authentic wet blue ink signature for any official document.

Purpose: The purpose of this policy is to provide a clear explanation of the guidelines surrounding the use of Fax and E-mail signatures on Organization provided and received E-mail accounts and Fax Documents.

Scope: This applies to all Organization E-mail and Fax documents.

Responsibilities:

Chief Financial Officer is responsible for review and approval of signatures.

Background: E-mail and fax communication are often used more than any other form of communication, is a form of business communication. The format of E- mail and fax documents should be professional in terms of signature and other formatting. E-mail and fax signatures should follow certain guidelines to fit with the overall image of the Organization. As such, the style of address, tone, spelling, grammar and punctuation of all messages should reflect the standards of formal business communication.

Procedure:

1.0 FAX AND E-MAIL SIGNATURES

1.1   What should be included in an e-mail signature:
E-mail and fax signatures should include your name, job title, department, mailing address, telephone and fax numbers, and Web site address. This should be in plain text format to easily accommodate all types of users.

When the signature is for a contract or approving a document or official in any nature, the signature should only be acceptable if the signature is in original "blue" ink.

1.2   What should not be included in a fax or e-mail signature:
Elements that should not be included in fax or e-mail signatures include colored text, very large or complicated fonts, images, clip art or personal quotes. Faculty

G&A111 Fax and E-mail Signatures Accepted   page 1 of 2

56

Accounting Policies, Procedures and Forms

and staff should also refrain from using background images or stationary in their e-mail correspondence.

1.3 No fax or e-mail document is considered officially received as if it were an original blue ink wet signature until after the Organization has sent a formal reply to the fax or e-mail that the signature has been accepted.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	

G&A111 Fax and E-mail Signatures Accepted   page 2 of 2

57

Deleted: ⸻⸻Page Break⸻⸻

Accounting Policies, Procedures and Forms

SOP # G&A112 Revision: 0	**Prepared by: Central Office**
Effective Date: 2/14/13	**Approved by: BOD**

Title: **G&A112 MAINTENANCE REQUESTS**

Policy: Any maintenance work must be approved and pre-authorized.

Purpose: The purpose of this policy is to provide a clear explanation of the guidelines in obtaining approval for building, equipment, and general maintenance services.

Scope: This applies to any and all maintenance type service requests.

Responsibilities:

Chief Financial Officer or the Chief Financial Officer's staff designee is responsible for review and approval of maintenance requests.

Background: MERF and/or its maintenance contractors has the responsibility to repair, make replacements and adjust equipment and buildings in response to conditions discovered during performance of preventive maintenance, equipment breakdown/improper operation or employee complaint. MERF and/or its maintenance contractors shall respond to and accomplish any request that is relevant to the successful operation of the Organization and its school and system locations.

Procedure:

1.0   **MAINTENANCE REQUSTS**

1.1   Maintenance requests will be reviewed and approved or disapproved by the Chief Financial Officer and/or the designated staff.

Deleted: ¶
¶

G&A112 Maintenance Requests   page 1 of 2

58

Accounting Policies, Procedures and Forms

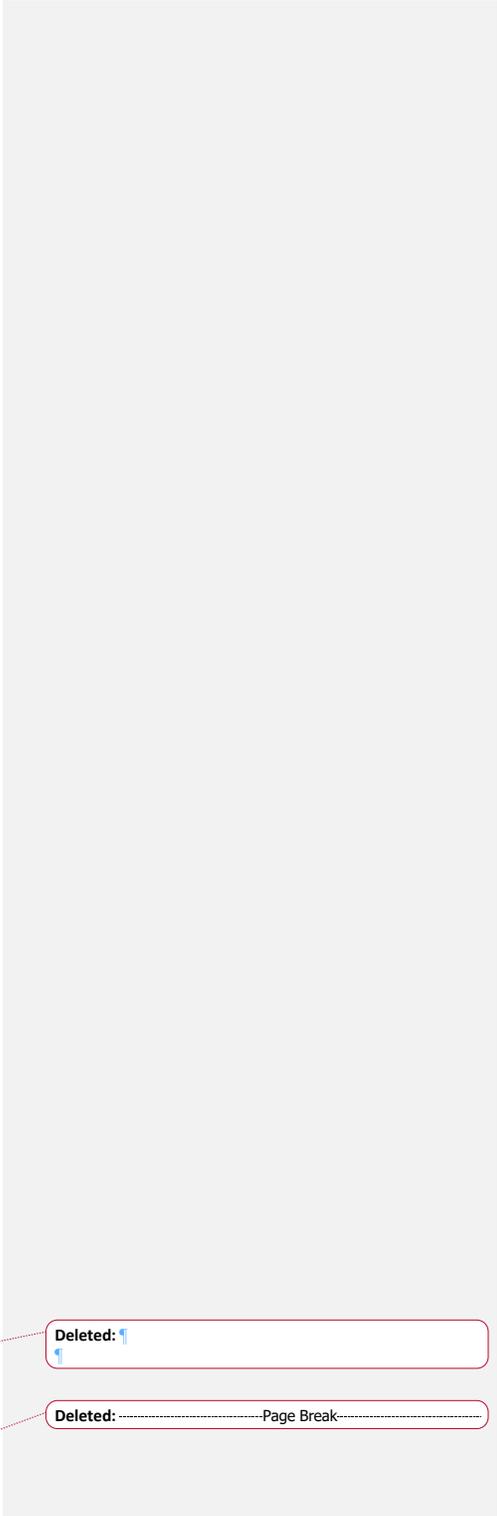**Revision History:**

Revision	Date	Description of changes	Requested By
0	2/14/13	Initial Release	

G&A112 Maintenance Requests   page 2 of 2

59

Accounting Policies, Procedures and Forms

SOP # G&A113 Revision: 1   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **G&A113 ELECTRONIC BACKUP OF ACCOUNTING INFORMATION**

Policy: All electronic accounting information systems must be backed up every week at a minimum on the Organization's server.

Purpose: The purpose of this policy is to provide a clear explanation the need to backup electronic accounting data regularly.

Scope: This applies to the QuickBooks accounting program.

Responsibilities:

Finance team is responsible for ensuring that the accounting program information is properly backed up.

Background: Electronic Accounting Information Backup means measures should be adopted that ensures that all electronic accounting data is properly backed up to secondary sources such as off-site web based services and/or other media to protect the Organization's information in the event of any form of electronic data loss.

Procedure:

1.0   **ELECTRONIC BACKUP OF ACCOUNTING INFORMATION**

1.1   The QuickBooks electronic accounting information should be backed up by using two means.   On a weekly basis, the Finance team should perform a QuickBooks backup of the data using the QuickBooks software procedure. This backup copy should be stored on the Organization computer server. The Organization computer server with the QuickBooks accounting file should be backed up weekly.

G&A113 Electronic Backup of Accounting Information   page 1 of 2

60

Accounting Policies, Procedures and Forms

Deleted: ---------------------------------Page Break---------------------------------

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17		

Deleted: ¶
¶

G&A113 Electronic Backup of Accounting Information   page 2 of 2

61

Accounting Policies, Procedures and Forms

SOP # G&A114 Revision: 0   **Prepared by: Central Office**
Effective Date: 2/14/13   **Approved by: BOD**

Title: **G&A114 POLITICAL INTERVENTION**

Policy: Consistent with its tax-exempt status under the Internal Revenue Code, it is
                    the policy of MERF that the Organization shall not incur any expenditure
                    for political intervention. Political intervention does not include lobbying
                    activities, defined as the direct or indirect support or opposition for
                    legislation, which is not prohibited under the Internal Revenue Code.

Purpose: The purpose of this policy is to provide a clear explanation of what the
                    Organization may and may not be involved in with regards to politics.

Scope: All political activities of the Organization.

Responsibilities:

                    Chief Executive Officer is responsible for ensuring that the Organization is not
                    seen as a political organization.

Background: The Organization is very well known and as such, political candidates may
                    seek endorsements from MERF. This policy clarifies what MERF can and
                    cannot do with regards to politics.

Definition: **Political Intervention** shall be defined as any activity associated with the
                    direct or indirect support or opposition of a candidate for elective public
                    office at the Federal, California or local level.

Procedure:

1.0   PROHIBITED EXPENDITURES

1.1   Examples of prohibited political expenditures include, but are not limited to, the
following:

1. Contributions to political action committees
2. Contributions to the campaigns of individual candidates for public office
3. Contributions to political parties
4. Expenditures to produce printed materials (including materials included in
   periodicals) that support or oppose candidates for public office
5. Expenditures for the placement of political advertisements in periodicals

G&A114 Political Intervention   page 1 of 2

Accounting Policies, Procedures and Forms

MERF will comply with all Federal and State laws and regulations regarding political intervention, lobbying, etc. Federal funds and those assets paid for by this program may not be used in any partisan activity.

2.1   ENDORSEMENTS OF CANDIDATES

2.2   It is the policy of MERF not to endorse any candidate(s) for public office in any manner, either verbally or in writing. This policy extends to the actions of management and other representatives of MERF, when these individuals are acting on behalf of, or are otherwise representing, MERF.

3.0   PROHIBITED USE OF ASSETS AND RESOURSCES

3.1 It is the policy of MERF that no assets or human resources of MERF shall be utilized for political activities, as defined above. This prohibition extends to the use of MERF assets or human resources in support of political activities that are engaged in personally by board members, members of management, employees, or any other representatives of MERF. While there is no prohibition against these individuals engaging in political activities personally (on their own time, and without representing that they are acting on behalf of MERF), these individuals must at all times be aware that MERF resources cannot at any time be utilized in support of political activities except as identified in "1.0" above.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	

G&A114 Political Intervention   page 2 of 2

63

Accounting Policies, Procedures and Forms

SOP # G&A115 Revision: 1	**Prepared by: Central Office**
Effective Date: 11/12/15	**Approved by: BOD**

Title: **G&A115 ACCRUED LIABILITIES**

Policy: The Organization will establish a list of commonly incurred expenses that may require accrual at the end of the fiscal year accounting period.

Purpose: The purpose of this policy is to properly recognize and accrue liabilities.

Scope: This applies to potential liabilities.

Responsibilities:

The Financial Analysts with the support of Back-office provider are responsible for ensuring that the accrued liabilities are properly accounted for.

Background: Accrued liabilities are liabilities that have been incurred such as vacation pay but have not been paid.

Procedure:

1.0   Accrued Liabilities

1.1   Some of the expenses that shall be accrued by MERF at the end of an accounting period are:

- Salaries and wages
- Payroll taxes
- Vacation pay/Compensated absences
- Rent
- Interest on notes payable
- Insurance premiums
- Audit fees
- Charter Management Organization fees

G&A115 Accrued Liabilities   page 1 of 2

64

Accounting Policies, Procedures and Forms

Deleted: ---------------------------------Page Break----------------------------------

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	11/12/15	Inclusion of back-office provider service provider	Oswaldo Diaz, CFO

Deleted: ¶
¶
¶

G&A115 Accrued Liabilities   page 2 of 2

65

Accounting Policies, Procedures and Forms

SOP # G&A116 Revision: 1   **Prepared by: Central Office**
Effective Date: 11/12/15   **Approved by: BOD**

Title: **G&A116 NOTES PAYABLE**

Policy: It is the policy of MERF to maintain a schedule of all notes payable, mortgage obligations, lines of credit, and other financing arrangements. This schedule shall be based on the underlying loan documents.

Purpose: The purpose of this policy is to properly track and recognize all notes payable and other similar obligations.

Scope: This applies to notes, loans, lines of credit, and obligations of the Organization.

Responsibilities:

> <u>Back-office provider</u> is responsible for ensuring that all notes, loans, and other similar obligations are properly accounted for.

Background: Properly tracking and monitoring long term debt such as loans is important such that as payments become due, the Organization has sufficient cash flow to honor the obligation.

Procedure:

1.0 NOTES PAYABLE

1.1 Prepare a schedule that shall be based on the underlying loan documents and shall include all of the following information:

1. Name and address of lender
2. Date of agreement or renewal/extension
3. Total amount of debt or available credit
4. Amounts and dates borrowed
5. Description of collateral, if any
6. Interest rate
7. Repayment terms
8. Maturity date
9. Address to which payments should be sent
10. Contact person at lender
11. Loan covenants, if applicable

2.0 ACCOUNTING AND CLASSIFICATION

2.1 An amortization schedule shall be maintained for each note payable. Based upon the amortization schedule, the principal portion of payments due with the next

G&A116 Notes Payable   page 1 of 4

66

Accounting Policies, Procedures and Forms

year shall be classified as a current liability in the statements of financial position of MERF. The principal portion of payments due beyond one year shall be classified as long-term/non-current liabilities in the statements of financial position.

2.2 Demand notes and any other notes without established repayment dates shall always be classified as current liabilities.

Unpaid interest expense shall be accrued as a liability at the end of each accounting period.

2.3 A detailed record of all principal and interest payments made over the entire term shall be maintained with respect to each note payable. Periodically, the amounts reflected as current and long-term notes payable per the general ledger shall be reconciled to these payment schedules and the amortization schedules, if any, provided by the lender. All differences shall be investigated.

3.0 NON-INTEREST-BEARING NOTES PAYABLE

3.1 As a charitable organization, MERF may from time to time receive notes payable that do not require the payment of interest, or that require the payment of a below-market rate of interest for the type of obligation involved. In such cases, it shall be the policy of MERF to record contribution income for any unpaid interest.

3.2 For demand loans, recording of interest expense and contribution income shall be performed at the end of each accounting period, based on the outstanding principal balance of the loan during that period, multiplied by the difference between a normal interest rate for that type of loan and the rate, if any, that is required to be paid by MERF.

3.3 For loans with fixed maturities or payment dates, the note payable shall be recorded at the present value of the future principal payments, using as a discount rate the difference between a normal interest rate for that type of loan and the rate, if any, which is required to be paid by MERF. The difference between the cash proceeds of the note and the present value shall be recorded as contribution income in the period the loan is made. Thereafter, interest expense shall be recorded in each accounting period using the effective interest method, with the corresponding credit entry increasing the note payable account to reflect the amount(s) that shall be repaid.

G&A116 Notes Payable   page 2 of 4

67

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/1 3**	Initial Release	
1	**11/12/ 15**	Changes in responsibilities	Oswaldo Diaz, CFO

Deleted: ¶

G&A116 Notes Payable   page 3 of 4

Accounting Policies, Procedures and Forms

Deleted: ·····················Page Break·····························

[This page intentionally left blank]

Deleted: ¶
¶

G&A116 Notes Payable   page 4 of 4

69

Accounting Policies, Procedures and Forms

SOP # G&A117 Revision: 2   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **G&A117 FINANCIAL AND TAX REPORTING**

Policy: The Organization will prepare annual and monthly financial statements as management considers necessary and prepare non-profit tax information and tax information returns within eight months of the fiscal year close.

Purpose: The purpose is to control and prepare consistent and accurate financial statements and tax returns that are relied upon by both internal and external parties.

Scope: This applies to financial statements and tax reporting documents.

Responsibilities:

     Chief Financial Officer or his designee is responsible for preparing all tax documents and ensuring Organization financial statements are accurate.

     Back-office provider is responsible for preparing all Organization financial statements.

Background: Preparing financial statements and communicating key financial information is a necessary and critical accounting function. Financial statements are management tools used in making decisions, in monitoring the achievement of financial objectives, and as a standard method for providing information to interested parties external to MERF. Financial statements may reflect year-to-year historical comparisons or current year budget to actual comparisons.

Procedure:

1.0   **STANDARD FINANCIAL STATEMENTS**

1.1   Prepare the basic financial statements at year end and as considered necessary for reporting purposes. The basic financial statements of the Organization are maintained and prepared by MERF on an Organization wide basis and shall include:

     1. **Statements of Financial Position** - reflects assets, liabilities and net assets of MERF and classifies assets and liabilities as current or non- current/long-term.

     2. **Statements of Activities** - presents support, revenues, expenses, and other changes in net assets of MERF, by category of net asset (unrestricted, temporarily restricted and permanently restricted)

G&A117 Financial and Tax Reporting   page 1 of 6

70

Accounting Policies, Procedures and Forms

2.0   FREQUENCY OF PREPARATION

2.1   The objective of the Back-office provider is to prepare accurate financial statements in accordance with generally accepted accounting principles and distribute them in a timely and cost-effective manner. In meeting this responsibility, the following policies shall apply:

2.2   A standard set of financial statements described in the preceding section shall be produced on a bi-monthly basis for presentation at the Board of Directors meeting. The standard set of financial statements described in the preceding section shall be supplemented by the following schedules:

1. Individual statements of activities on a departmental and functional basis (and/or program/grant basis)
2. Comparisons of actual year-to-date revenues and expenses with year-to-date budgeted amounts

The bi-monthly set of financial statements shall be prepared on the cash basis of accounting with exception of year-end reports where accrual method of accounting must be used. Year-end report must include all receivables, accounts payable received by the end of the reporting period, and actual depreciation expense.

3.0   REVIEW AND DISTRIBUTION

3.1   All financial statements and supporting schedules shall be reviewed and approved by the Chief Financial Officer, prior to being issued by Back-office provider. They should be signed by the preparer and the Chief Executive Officer.

3.2   After approval by the Chief Financial Officer, a complete set of monthly financial statements shall, including the supplemental schedules described above, shall be distributed to the following individuals:

1. All members of the Finance and Audit Committee of the Board
2. Chief Executive Officer
3. School Principals and any other employee with budget-monitoring responsibilities will receive only the budget vs. actual report

3.3   Financial statements may include an additional supplemental schedule prepared or compiled by the Chief Financial Officer. The purpose of this schedule is to provide known explanations for material budget variances in accordance with MERF'S budget monitoring policies. Also included is a list which lists all invoices that have not been paid at the end of the year and all revenues, if any, that have not been received.

G&A117 Financial and Tax Reporting   page 2 of 6

71

Deleted: -------------------------------Page Break-------------------------------

Accounting Policies, Procedures and Forms

4.0   ANNUAL FINANCIAL STATEMENTS

4.1   A formal presentation of MERF's annual financial statements shall be provided by the independent auditor to the full Board of Directors at MERF's annual meeting. This presentation will be preceded by a meeting with MERF's Finance and Audit Committee, at which the Finance and Audit Committee will vote to accept or reject the annual financial statements.

5.0   GOVERNMENT RETURNS

5.1   MERF must be aware of its tax and information return filing obligations and comply with all such requirements of the Federal government, California and local jurisdictions. Filing requirements of MERF include, but are not limited to, filing annual information returns with the Internal Revenue Service (IRS), California charitable solicitation reports, annual reports for corporations, property tax returns, income tax returns, information returns for retirement plans, annual reporting of compensation paid, and payroll withholding tax returns.

6.0   FILING OF RETURNS

6.1   It is the policy of MERF to become familiar with the obligations in each jurisdiction and to comply with all known filing requirements. The Chief Financial Officer shall be responsible for identifying all filing requirements and assuring that MERF is in compliance with all such requirements.

6.2   It is also the policy of MERF to file complete and accurate returns with all authorities. MERF shall make all efforts to avoid filing misleading, inaccurate or incomplete returns.

6.3   Reports and returns which may be required to be filed by MERF include, but are not limited to, the following returns:

1. **Form 990** - Annual information return of tax-exemption of MERF, filed with IRS. Form 990 for MERF is due on the **fifteenth day of November, annually**.
2. **Form 990-T** – Annual tax return to report MERF'S unrelated trade or business activities (if any), filed with the IRS. Form 990-T is due on the **fifteenth day of November, annually**.
3. **Form 199** – Exempt Organization Annual Information Statement or Return (California) – This form is due on the **fifteenth day of November, annually**.
4. **Form 5500** - Annual return for MERF'S employee benefit plans. Form 5500 is due on the **fifteenth day of November, annually**.
5. **Federal and State Payroll Returns** - Filed on a quarterly or annual basis.

G&A117 Financial and Tax Reporting   page 3 of 6

72

Accounting Policies, Procedures and Forms

| | Deleted: --------------------------------Page Break-------------------------------- |
| | Deleted: ¶ |

6. **Form RRF-1** – Registration/Renewal Fee Report to Attorney General of California. This form is due on the **fifteenth day of November, annually**.

7. **SF-SAC** – The Office of Management and Budget requires all Form SF-SAC and Single Audit submissions to be submitted on the Federal Audit Clearinghouse (FAC) Internet Data Entry System. The due date is established by OMB Circular A-133.

8. **Form 1099's** – See **PUR101 VENDOR SELECTION.**

6.4 MERF'S fiscal and tax year-end is June 30. All annual tax and information returns of MERF Form 990, Form 990-T are filed on the accrual basis of reporting.

6.5 Federal and all applicable California payroll tax returns are prepared by the Chief Financial Officer, in consultation with MERF'S independent auditor and the pension plan third-party administrator.

6.6 It is the policy of MERF to comply with all California payroll tax requirements by withholding and remitting payroll taxes to California for each MERF employee.

7.0 PUBLIC ACCESS TO INFORMATION RETURNS

7.1 Under regulations that became effective in 1999, MERF is subject to Federal requirements to make the following forms "widely available" to all members of the general public:

1. The three most recent annual information returns (Form 990), and

2. MERF'S original application for recognition of its tax-exempt status (Form 1023 or Form 1024), filed with IRS, and all accompanying schedules and attachments.

7.2 It is the policy of MERF to adhere to the following guidelines in order to comply with the preceding public disclosure requirements:

1. Anyone appearing in person at the offices of MERF during normal working hours making a request to inspect the forms will be granted access to a file copy of the forms. The Chief Financial Officer shall be responsible for maintaining this copy of each form and for making it available to all requesters.

2. For all written requests for copies of forms received by MERF, the Organization shall require pre-payment of all copying and shipping charges. For requests for copies that are received without pre-payment, MERF will notify the requester of this policy via phone call or by letter within 7 days of receipt of the original request.

| | Deleted: ¶ |
| | Deleted: ¶ |

G&A117 Financial and Tax Reporting   page 4 of 6

| | Deleted: --------------------------------Page Break-------------------------------- |

73

Accounting Policies, Procedures and Forms

    3. The copying cost charged by MERF for providing copies of requested forms shall be $1.00 for the first page copied and $0.20 for each subsequent page. All copies shall be shipped to requesters via Priority Mail, thus, shipping charges will be a standard $5.00 per shipment.

    4. After payment is received by MERF, all requested copies should be shipped to requesters in accordance with applicable laws. Making of all copies and shipping within legal time period shall be the responsibility of the Finance Team.

    5. For requests for copies made in person during normal business hours, copies shall be provided while the requester waits provided the request is for twenty-five (25) or less copied pages. Requests for copies in excess of 25 pages but less than 100 pages will be available the next business day. All requests in excess of 100 pages will be sent to the requestor in accordance with applicable laws.

    6. MERF shall accept certified checks and money orders for requests for copies made in person. MERF shall accept certified checks and money orders or personal checks as payment for copies of forms requested in writing. Personal checks must clear the bank prior to the copies being made and delivered to the requestor.

8.0   UNRELATED BUSINESS ACTIVITIES

8.1   Identification and Classification of unrelated business activities must be separately identified.

8.2   It is the policy of MERF to properly identify and classify income-producing activities that are unrelated to MERF's tax-exempt purpose using the guidelines described in the Internal Revenue Code and underlying regulations. Such income accounts shall be segregated in separate accounts in the general ledger of MERF in order to facilitate tracking and accumulation of unrelated trade or business activities.

8.3   It is the policy of MERF to file IRS Form 990-T to report taxable income from unrelated trade or business activities. Form 990-T is not subject to any public access or disclosure requirements. Accordingly, it is the policy of MERF not to distribute copies of Form 990-T to anyone other than management and the Board of Directors of MERF.

Revision History:

G&A117 Financial and Tax Reporting   page 5 of 6

74

Deleted: ¶

Page Break

Accounting Policies, Procedures and Forms

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

G&A117 Financial and Tax Reporting   page 6 of 6

75

Deleted: ¶

Deleted: ------------------------------Page Break------------------------------

Accounting Policies, Procedures and Forms

SOP # G&A118 Revision: 2   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **G&A118 BUDGETING**

Policy: The School Site Principals with the support of Back-office provider are responsible for preparing, monitoring, and implementing the annual school site budget. The School Site Principal must have the school site budget approved by the Board of Directors no less than 60 days before the fiscal year end. It is the School Site Principal's responsibility to work with the central office in order to acquire the necessary budgetary information to implement their program. The budget may be revised as needed.

An annual Organization-wide budget shall be prepared on the accrual basis of accounting and the budget shall be adopted by the Board of Directors. The budget may be revised as needed. It is the policy of the Organization to adopt a final annual operating budget at least 60 days before the beginning of MERF's fiscal year.

Purpose: A budget is a management commitment of a plan for present and future MERF activities that will ensure survival. It provides an opportunity to examine the composition and viability of MERF's programs and activities simultaneously in light of all available resources

Scope: This applies to all departments and chart of accounts of the Organization.

Responsibilities:

Principal is responsible for providing information to Back-office provider so that the back-office provider service provider can prepare the annual site budget and make revisions as needed.

The Finance Department is responsible for reviewing the school site and Organization-wide budgets and budget revisions.

Back-office provider is responsible for preparing monthly budget vs. actual comparison reports.

Background: Budgeting is an integral part of managing MERF in that it is concerned with the translation of MERF's goals and objectives into financial and human resource terms. A budget should be designed and prepared to direct the most efficient and prudent use of the MERF's financial and human resources. A budget is a management commitment of a plan for present and future MERF activities that will ensure survival. It provides an opportunity to examine the composition and viability of MERF's programs and activities simultaneously in light of all available resources.

G&A118 Budgeting   page 1 of 3

76

Accounting Policies, Procedures and Forms

Procedure:

1.0 PREPARATION AND ADOPTION

1.1   The school site budgets will be developed by the School Site Principals and Back-office provider., The Organization-wide budget will be prepared by the Chief Financial Officer with the support of Back-office provider. They will gather proposed budget information from all Finance teams and others with budgetary responsibilities and prepare the first draft of the budget. Budgets proposed and submitted by each department should be accompanied by a narrative explanation of the sources and uses of funds and explaining all material fluctuations in budgeted amounts from prior years.

1.2   After appropriate revisions and a compilation of all school site budgets by Back-office provider, a draft of the school site budgets and Organization-wide budget will be presented to the Chief Financial Officer for discussion, revision, and preliminary approval. The Chief Executive Officer is responsible for the final approval of all budgets.

1.3   The final budget is then submitted by the Chief Financial Officer to the Board of Directors for adoption. School Site Principals shall be present at the Board of Directors budget approval meeting.

1.4   It is the policy of MERF to adopt a final annual operating budget at least 60 days before the beginning of the MERF's fiscal year. In addition, the Finance Team must setup the new fiscal year accounts, to input the budget into the accounting system and establish appropriate accounting and reporting procedures (including any necessary modifications to the chart of accounts), to ensure proper classification of activities and comparison of budget versus actual once the new year commences.

2.0   MONITORING PERFORMANCE

2.1   MERF will monitor its financial performance by comparing and analyzing actual results with budgeted amounts. This function will be accomplished in conjunction with the monthly financial reporting process described earlier.

2.2   On a monthly basis, budget reports comparing actual year-to-date revenues and expenses with budgeted year-to-date amounts shall be produced by Back-office provider and distributed to each respective School Principal by the 20th of the following month.

2.3   The financial reports will also be distributed, on a monthly basis, to the Board of Directors. The Chief Financial Officer and School Site Principal, with the

G&A118 Budgeting   page 2 of 3

Accounting Policies, Procedures and Forms

support of Back-office provider, will be responsible for answering budget questions posed at the Board meetings.

2.4 The Chief Financial Officer will also institute an on-going monitoring plan to ensure the fiscal operations effectively implement all Federal and State requirements and to ensure the safeguarding of Federal and State funds and assets.

3.0 BUDGET MODIFICATION

3.1 After a budget has been approved by the Board of Directors and adopted by MERF, reclassifications of budgeted expense amounts may be made by Back-office provider, with approval from the Chief Financial Officer.

3.2 Budget reclassifications of any amount are at the discretion of the Chief Financial Officer.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

G&A118 Budgeting   page 3 of 3

78

Deleted: ¶
¶

Deleted: --------------------Page Break--------------------

Accounting Policies, Procedures and Forms

SOP # G&A119 Revision: 0   **Prepared by: Central Office**
Effective Date: 2/14/13   **Approved by: BOD**

Title: **G&A119 INSURANCE**

Policy: It is the policy of the Organization to have an active risk management program that includes a comprehensive insurance package and to maintain adequate insurance against general liability, as well as coverage for buildings, contents, computers, fine arts, equipment, vehicles, machinery and other items of value.

Purpose: To have a comprehensive insurance package and to maintain adequate insurance against general liability, as well as coverage for buildings, contents, computers, fine arts, equipment, vehicles, machinery and other items of value.

Scope: This applies to all areas of risk management.

Responsibilities:

Chief Financial Officer is responsible for monitoring risk management and identifying areas of insurance need.

Background: Risk management and insurance enable the Organization to hedge against known and unknown potential losses.

Definition: **Workers' Compensation and Employer's Liability**
Contractors are required to comply with applicable Federal and California workers' compensation and occupational hazard and disease statutes. If occupational hazard and diseases are not compensated under those statutes, they shall be covered under the employer's liability insurance policy.

Fidelity Bond
For all personnel handling cash, preparing or signing checks, MERF shall obtain insurance that provides coverage in a blanket fidelity bond. The specific needs of MERF will determine the dollar limit of this coverage.

Comprehensive Liability
This type of coverage may include directors, officers and employee general liability insurance, buildings, contents, computers, fine arts, boilers and machinery.

G&A119 Insurance   page 1 of 4

79

Deleted: -------------------------Page Break-------------------------

Accounting Policies, Procedures and Forms

Student Accident Insurance
All children enrolled in any of MERF's funded programs must be insured for accidents and injury. The limit per child enrolled will be determined by local area experience rates and potential risk assessments.

Procedure:

1.0   COVERAGE GUIDELINES

1.1   As a guideline, MERF will arrange for the following types of insurance, as a minimum:

Type of Coverage
- Comprehensive Liability
- Automobiles for Employees,
- Volunteers or Escorts
- Employee dishonesty/bonding
- Fire and Water Damage
- Directors and Officers
- Theft
- Workers' Compensation
- Student Accident Insurance

1.2   The dollar limits are identified in the Insurance Booklet.

1.3   MERF shall maintain a file of all insurance policies in effect. This file shall include the following information, at a minimum:
1. Description (type of insurance)
2. Agent and insurance company, including all contact information
3. Coverage and deductibles
4. Premium amounts and frequency of payment
5. Policy effective dates
6. Date(s) premiums paid and check numbers

G&A119 Insurance   page 2 of 4

80

Deleted: ¶
¶

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	

G&A119 Insurance   page 3 of 4

81

Deleted: ¶
¶
---------------------Page Break---------------------

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

G&A119 Insurance   page 4 of 4

82

Accounting Policies, Procedures and Forms

SOP # G&A120 Revision: 1   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **G&A120 SUPPLIES**

Policy: It is the policy of the organization to maintain an internal control system over supplies to prevent theft, overstocking, understocking, spoilage and obsolescence.

Purpose: To physically safeguard organization assets and to maintain accurate financial reporting.

Scope: This applies to non-capitalized assets.

Responsibilities:

School Principal or designee is responsible for maintaining safeguards over cleaning and education supplies at each school.

Procedure:

1.0   SAFEGUARDS

1.1   Each Principal or designee is responsible for monitoring safeguards over assets at each school site. School will properly safeguard supplies inventory by keeping storage and locker facilities locked.

1.2   **Cleaning/Maintenance Supplies.** The Custodian at each site is responsible for custody of cleaning and repair and maintenance supplies.

1.3   **Educational Supplies.** The Administrative Assistant or designee is responsible for custody of educational supplies. Only the Administrative Assistant and the School Principal will have access to educational supplies.

1.4   Educational supplies will be controlled in part by forms documenting custody, i.e. textbooks issued to students and use of laptops.

2.0   MONITORING

2.1   School will establish optimum minimum and maximum stock levels for inventory.

2.2   Finance teams will maintain records detailing purchases of each significant inventory item for each fiscal year.

2.3   School Principal or designee will conduct a physical inventory of the supplies listed above on an annual basis. The completed inventory will then be submitted to Accounting so it can be reconciled to the general ledger.

G&A120 Supplies   page 1 of 2

83

Accounting Policies, Procedures and Forms

Deleted: ---------------------------------Page Break---------------------------------

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

Deleted: ¶
¶

G&A120 Supplies

page 2 of 2

84

Accounting Policies, Procedures and Forms

SOP # G&A121 Revision: 2	**Prepared by: Central Office**
Effective Date: 9/5/17	**Approved by: BOD**

Title: **G&A121 SCHOOL SITE ACCOUNTING**

Policy: It is the policy of MERF to consider each school to be a separate and distinct financial accounting entity in order to maintain an accurate fund accounting system.

Purpose: The purpose of this policy is to clearly define relationships between each school and with the business office in regards to financial accounting.

Scope: This applies to the Organization's charter schools and business office.

Responsibilities:

Back-office provider, with the support of the Financial Analysts, is responsible for timely and accurate recording of transactions, providing useful management information, and properly reporting such information for various user needs.

The Chief Financial Officer is responsible for overseeing the Financial Analysts and providing assistance where needed.

Background: Separate accounting for each of the charter schools is critical in order to monitor budget performance and to determine how to allocate resources.

Procedure:

1.0   SEPARATE ACCOUNTING

1.1 Back-office provider will utilize the same accounting policies for each school they are responsible for. Consistency in accounting will ensure that the charter schools can be evaluated using the same benchmarks and will assist in evaluating performance.

1.2 Each Charter School will have its own accounting file to assist in maintaining separate accounting for each school, and a separate bank account to avoid comingling of funds.

2.0   FUNDRAISING

2.1 Fundraising generated from each school may not be transferred to another school.

2.2 Revenues from fundraising will be recorded in the accounting system using the resource tracking system in order to account for funds received from different events. Funds may be used for operating purposes unless restricted by the donor or explicitly restricted by the event.

G&A121 School Site Accounting   page 1 of 2

85

Deleted: Page Break

Deleted: ¶

Deleted: ¶

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider provider processes	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

G&A121 School Site Accounting   page 2 of 2

86

Accounting Policies, Procedures and Forms

SOP # G&A122 Revision: 0   **Prepared by: Central Office**
Effective Date: 2/14/13   **Approved by: BOD**

Title: **G&A122 FRAUD REPORTING &WHISTLEBLOWER**

Policy: To establish procedures for reporting concerns of fraud on a confidential basis; receipt, retention, and treatment of complaints received by the Organization regarding such concerns; and protection of anyone reporting fraud in good faith from retaliatory actions.

Purpose: It is the policy of the Organization that its operations are conducted according to the highest standard of integrity, and that its officers, directors, employees, consultants, volunteers, interns, vendors, and other agents observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of the Organization, all applicable laws and regulations must be followed, honesty and integrity must be practiced in fulfilling all responsibilities and all situations must be avoided that might conflict with responsibilities undertaken on behalf of the Organization. It is a federal crime for any organization – nonprofit or for-profit- to retaliate against a "whistleblower" who reports illegal, unacceptable, or suspicious activity ("Concerns"). This policy is intended to encourage and enable the reporting of Concerns within the Organization in order to prevent, detect and correct improper activities.

Scope: All officers, directors, employees, including temporary employees, consultants, volunteers, interns, vendors and other agents are covered by the scope of this policy and its guidelines.

Responsibilities:

> Executive Management and Board of Directors are responsible for investigating any Concerns reported, and to ensure that the reporting person is protected from retaliation.

Background: The people closest to the day-to-day workings of an organization are the ones most qualified to identify and report improper activities. Experience has shown that these individuals will step forward if they are provided with a confidential means of reporting abuses and feel that they will be protected from retaliation, including loss of their job.

G&A122 Fraud Reporting & Whistleblower   page 1 of 4

87

Accounting Policies, Procedures and Forms

Procedure:

1.0   REPORTING RESPONSIBILITY

1.1   It is the responsibility of all those noted in the Scope of the Policy to report questionable or improper accounting or auditing matters or other Concerns as described above.

1.2   No officer, director, employee, including a temporary employee, consultant, volunteer, intern, vendor or other agent who reports a Concern in good faith shall be subject to retaliation or, in the case of an employee, adverse employment consequences. Any individual who retaliates against someone who has reported a Concern in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

1.3   Reporting in good faith means that to the best of the individual's knowledge who is reporting a suspected fraud or abuse Concern, the fraud or abuse is factual.

1.4   An individual reporting a fraud or abuse Concern not in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment. In other words, fraudulently submitting a fraud or abuse Concern/allegation is not acceptable.

2.0   PROCEDURES FOR REPORTING CONCERNS

2.1   **Employees and Consultants.** Whenever possible, an individual should seek to resolve Concerns by reporting issues directly to his supervisor. If, for any reason, the individual is uncomfortable speaking to his supervisor or does not believe the Concern is being properly addressed, the individual should report the Concern directly to the Chief Operating Officer of the Organization. If the individual does not believe that these channels of communication can or should be used to express his Concern, the individual should report the Concern directly to a member of the Organization's Board of Directors. Concerns may also be submitted anonymously in writing or via voice mail to a Board of Directors member. Contact information for the Chief Operating Officer and a listing of Board of Directors members may be obtained from the Organization's website or by calling the Organization at (714) 892-5066.

2.2   **Officers, Directors, Interns, Volunteers, Vendors and Other Agents.** Officers, directors, interns, volunteers, vendors and other agents may report Concerns to the Chief Executive Officer or directly to a member of the Organization's Board of Directors. If the officer, director, intern, volunteer, vendor or other agent is uncomfortable reporting to any of these individuals, or if he does not believe the Concern is being properly addressed, the report should be escalated directly to the Chair of the Organization's Board of Directors.

2.3   **Third Party Fraud Reporting Service.** An individual also has the option to report any Concerns through a service specifically set up for MERF. These can be

G&A122 Fraud Reporting & Whistleblower   page 2 of 4

88

Deleted: ....Page Break......................................

Accounting Policies, Procedures and Forms

reported through the website at www.magnoliapublicschools.org or by calling the central office. Concerns addressed through these channels can be made anonymously if the individual chooses.

3.0   HANDLING OF REPORTED CONCERNS

3.1   All reported Concerns filed in accordance with this policy will be investigated by the Organization with due care and promptness. Matters reported internally without initial resolution will be investigated by the Chief Executive Officer of the Organization to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. The Organization staff may issue a full report of all matters raised under this policy to the Board of Directors.

For matters reported directly to a member of the Board of Directors or the Chief Executive Officer, the Audit Committee shall promptly acknowledge receipt of the complaint to the complainant if the complainant is known. An investigation will be held to determine if the allegations are true, whether the issue is material and what corrective action, if any, is necessary. Upon the conclusion of this investigation, the Audit Committee shall promptly report its findings to the Executive Committee of the Board.

The Audit Committee shall have full authority to investigate Concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that the committee reasonably believes is necessary to conduct a full and complete investigation of the allegations.

Revision History:

Revision	Date	Description of changes	Requested By
0	2/14/13	Initial Release	

Deleted: ¶

G&A122 Fraud Reporting & Whistleblower   page 3 of 4

89

Accounting Policies, Procedures and Forms

Deleted: ⋯⋯⋯⋯⋯⋯⋯Page Break⋯⋯⋯⋯⋯⋯⋯⋯

[This page intentionally left blank]

Deleted: ¶
¶

G&A122 Fraud Reporting & Whistleblower   page 4 of 4

Accounting Policies, Procedures and Forms

SOP # G&A123 Revision: 0   **Prepared by: Central Office**
Effective Date: 1/1/17   **Approved by: BOD**

Title: **G&A123 CONFLICT OF INTEREST POLICY**

Purpose: It is the policy of the Organization that the Governing Board shall review and adopt a conflict of interest policy annually or as required in accordance with authorizer MOUs.

Responsibilities:

Executive Management and Board of Directors are responsible for ensuring that the conflict of interest policy is reviewed and approved annually each July.

Background: Refer to separate document titled "Conflict of Interest Policy".

G&A123. Conflict of Interest page 1 of 2

91

Accounting Policies, Procedures and Forms

Deleted: ¶
¶
¶

Revision History:

Revision	Date	Description of changes	Requested By
0	**7/21/16**	Documented policy approved by Board as separate document	Caprice Young

92

SOP # G&A124 Revision: 0 Office	Prepared by: Central
Effective Date: 3/08/18	**Approved by: BOD**

Title: **G&A 124 CMO FEES**

Policy: Charter school-related organizations (CSRO) may charge a charter school fees for the legitimate, contractually agreed upon services it provides to the charter school.

Purpose: To clearly define CMO Fee calculations for all MPS school sites

Scope: This applies to all MPS schools of the organization.

Responsibilities:

Finance Team is responsible for review and confirmation of all monthly calculation and payments from school sites to MERF.

Back-office service provider is responsible for accurate bookkeeping and recording of all payments and outstanding fees.

Chief Executive Officer and Chief Financial Officer are responsible for approval all CMO Fee transactions.

Procedures: CMO Fees calculation is based on total allowable expenses allocated using a tiered methodology approved by the board, as follows:

School Names	ADA for Fiscal Year	Tier Factor	Subtract Factor calculated with different fee structure	Adjusted Tier Factor	
Magnolia Science Academy	#	1.60		1.60	
Magnolia Science Academy 2	#	1.60		1.60	
Magnolia Science Academy 3	#	1.45		1.45	
Magnolia Science Academy 4	#	0.12		0.12	
Magnolia Science Academy 5	#	0.12		0.12	not to exceed 15%
Magnolia Science Academy 6	#	0.12		0.12	
Magnolia Science Academy 7	#	0.80		0.80	
Magnolia Science Academy 8	#	1.60		1.60	
MSA- San Diego	#	1.30	1.30	-	not to exceed 11%
MSA- Santa Ana	#	1.60		1.60	
TOTAL	###	10.31	1.30	9.01	

93

The CMO fee for MSA 5 is not to exceed 15% of the school's revenue, defined as the amount received in the current fiscal year from LCFF calculated pursuant to Section 42238.02, as implemented by Section 42238.03, per LACOE's condition for authorization beginning fiscal year 2018-19. The CMO fee for MSA San Diego shall not exceed 11% of the total LCFF revenue based on the MOU with the current authorizer, SDUSD effective fiscal year 20015-16.

Revision	Date	Description of changes	Requested By
0	**3/08/18**	Initial Release	Nanie Montijo, CFO

94

G&A123 Conflict of Interest   page 2 of 2

SOP # CSH101 Revision: 2   **Prepared by: Central Office**

Effective Date: 9/5/2017   **Approved by: BOD**

Title: **CSH101 CASH BOXES**

Policy: Proper internal control should be maintained over funds received by cashiers
                    or sales clerks of any type, even at fundraising events at all times.

Purpose: To identify the practices for cash box control, including cash receipts,
                    special tender items, cash payouts and reconciliation with deposits.

Scope: All personnel that deal with the cash transactions.

Responsibilities:

                    Principal is responsible for safeguarding / verifying and controlling all cash
                    assets at each school.

                    School Office Manager is responsible for ensuring the completeness and
                    accuracy of all opening, closing and intermediate transactions.

                    School Office Manager is responsible for overseeing all event transactions.

Procedure:

1.0   CASH BOX/SAFE

1.1   Each fundraiser or individual collecting cash should collect cash for events and
          safeguard properly. Once all cash has been collected, this individual should
          submit the cash received to the School Office Manager as soon as possible for
          placement in the cash box. It is important to ensure that only one person has
          responsibility for collecting cash as to limit any opportunities for
          misappropriation.

1.2   All cash collected must be collected by the School Office Manager, counted
          together with the School Principal and one other person, and signed off by all
          three individuals that the cash count is accurate. The funds will then be safely
          secured until deposited by a designee of the School Office Manager.

1.3   If the cash balance at the end of day exceeds $1,000, a bank deposit will need to be
          made the same day. Otherwise, all bank deposits will need to be made by the last
          business day of the week. At the end of the week there should be no more than $50
          left in the cash box for the following week.

1.4   Bank deposit documentation needs to be emailed to Back-office provider, in PDF
          format, for entry into the general ledger on a weekly basis.

CSH101 Cash Box   page 1 of 2

                                                                                              95

Deleted: ----------------------Page Break----------------------

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/1 5**	Inclusion of back-office provider service provider process	Oswaldo Diaz, Chief Financial Officer
2	9/5/17	Revision to clarify processes and positions	

Deleted: ¶

CSH101 Cash Box   page 2 of 2

96

Accounting Policies, Procedures and Forms

SOP # CSH102 Revision: 1   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **CSH102 CASH RECEIPTS AND DEPOSITS**

Policy: Accurate internal control of cash receipts and deposits will be maintained at all times. Cash deposits will generally be made on the same day as receipt.

Purpose: To establish the procedures to be followed for receiving, applying and depositing cash receipts.

Scope: This procedure applies to all cash receipts received by the Organization.

Responsibilities:

Finance team is responsible for processing all cash and check transactions and depositing checks received in the bank.

Finance team is responsible for inspecting and verifying proper signatures or endorsements on checks.

School Principal/Office Manager is responsible for all fundraising transactions.

Definitions: Tender Item. Any item used to tender or pay for a transaction is considered a tender item. Tender items can include coupons, gift certificates, credits, rebates, cash, checks, barter credits, etc.

Procedure:

1.0   **CUSTOMER AND AGENCY DEPOSITS**

1.1   Cash receipts generally arise from:

- Contracts and Grants

- Direct donor contributions

- Fundraising activities

The principal steps in the cash receipts process are:

Central Office - The Receptionist receives incoming mail, opens, date stamps, and distributes the mail. The Finance team stamps all checks "for deposit only," and makes one (1) copies of each check. The checks are kept in a locked cabinet until ready for deposit.

Weekly (or more often if necessary), the Finance team processes the following: the endorsed checks, the deposit log book, and the correct account allocation for each deposit. The Finance team processes the deposit and

CSH102 Cash Receipts and Deposits   page 1 of 4

Accounting Policies, Procedures and Forms

takes it to the bank for deposit. A copy of the deposit slip is attached to the deposit. The deposits are put in a file to attach to the bank statement.

All cash received at the central office will be counted, verified, and signed off by two people from Accounting and another available staff member. The cash will immediately be posted using the appropriate allocation. A receipt will be given to the paying party and a copy kept for internal purposes. The cash will be kept in a locked, secure location and deposited within 24 business hours, but no longer than the last business day of the week.

School Site - The Receptionist receives incoming mail, opens, date stamps, and distributes the mail. The checks are kept in a locked cabinet until ready for deposit.

Weekly (or more often if necessary), the Principal, Office Manager, or designee will deposit the checks to the bank for deposit. The Principal, Office Manager, or designee will then send copies of the check(s) deposited and the original deposit slip receipt from the bank to the Finance team for processing.

The back office provider will process the deposit and enter into the accounting system. A copy of the deposit slip is attached to the deposit. The deposits are put in a file to attach to the bank statement.

2.0   APPLICATION OF ACCOUNTS RECEIVABLE

2.1   Inspect all incoming accounting mail for checks.

2.2   Finance team should photocopy all checks. Any papers attached to the checks should be stapled to the check photocopy and the envelopes discarded.

2.3   Finance team will use the photocopy of the checks and customer remittance advices to apply the cash payments to the Accounts Receivable Ledger if applicable. Unapplied payments are to be credited against the oldest open aging column on the accounts receivable ledger. A standard letter of information and/or inquiry should be sent or faxed to the payer when there is any question as to the correct application of the check.

2.4   Checks returned once should be deposited a second time. Already re-deposited checks should be debited back to the account.

2.5   Prepare all checks received for deposit.

3.0   DEPOSIT, ENDORSEMENT OF CHECKS, TIMELINES OF BANK DEPOSITS

3.1   The Finance team will inspect all checks for proper signature or endorsement. If a check is received without a proper signature then process the check as per CSH103 PROBLEM CHECKS procedure.

| Deleted: .¶ |

CSH102 Cash Receipts and Deposits   page 2 of 4

| Deleted: -------------------------Page Break------------------------- |

98

Accounting Policies, Procedures and Forms

3.2 All checks should be endorsed as follows:

    a. With the restrictive endorsement "For Deposit Only" along with,

    b. The Organization's designated bank deposit account number,

    c. The name, "Magnolia Education and Research Foundation",

    d. The bank name.

3.3 No check should be withheld from daily deposit unless it is legally imperfect. The endorsed checks should then be returned to the Finance Team. Bank deposits will be made on a daily basis, unless the total cash amount received for deposit is less than $1,000. Receipts must be deposited no later than the Friday of the week it was received. Any cash not deposited on a daily basis will be kept in a locked fireproof cabinet with access limited to the Chief Financial Officer, and the Finance Manager.

3.4 At time of deposit, collect all cash and checks and prepare a bank deposit slip for deposit in the Organization's authorized bank. Ensure that collections are deposited into the correct bank account, and that the name of the charter school is listed on the deposit slip.

3.5 Place a duplicate copy of the deposit ticket and collected cash into a cash bag for transport to the bank. Deposits should be made no less frequently than daily if amount of cash exceeds $1,000. If the deposit cannot be made immediately then the deposits should be stored in a secure area for later deposit.

3.6 Extreme care should be taken to protect the safety of the person making the deposit and the deposit itself. Actions to be considered are, making deposits only during daylight hours, using random deposit times and different routes to the bank, and assigning two people to make deposits.

3.7 The deposit amount should be entered into the accounting program.

3.8 No disbursements should be made from collections, nor can personal checks be cashed.

CSH102 Cash Receipts and Deposits   page 3 of 4

99

Deleted: ----------------------------------Page Break----------------------------------

Accounting Policies, Procedures and Forms

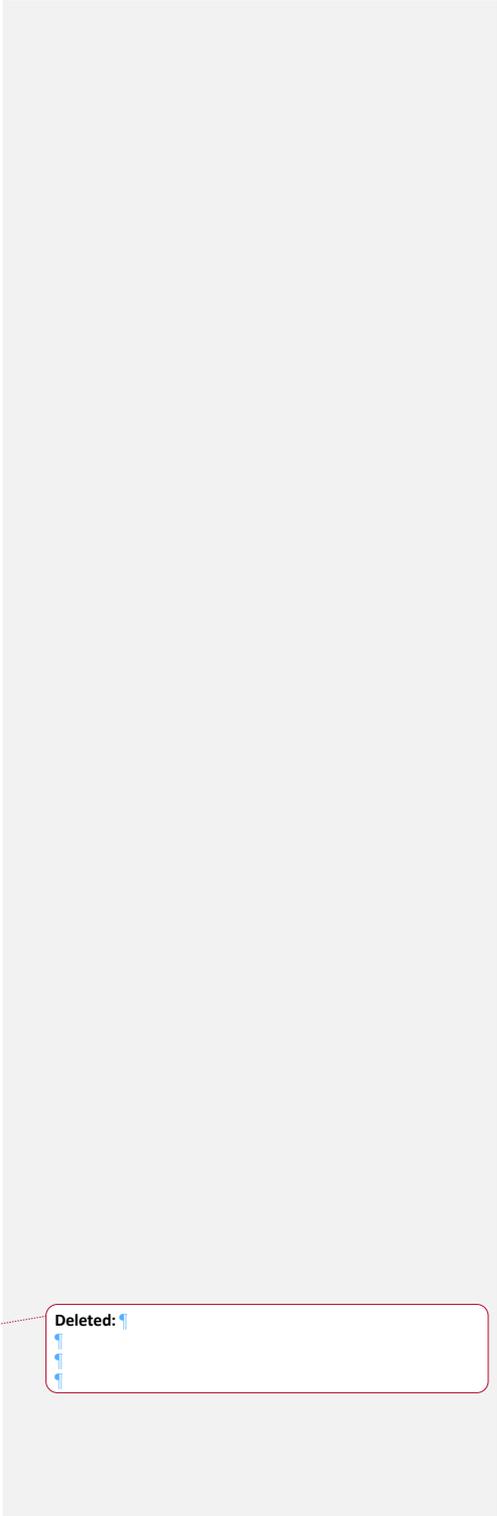**Revision History:**

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

CSH102 Cash Receipts and Deposits   page 4 of 4

100

Deleted: ¶

Deleted: ¶

Deleted: ---------------------------Page Break----------------------------

Accounting Policies, Procedures and Forms

SOP # CSH103 Revision: 2   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **CSH103 PROBLEM CHECKS**

Problem: To save time in returning and following-up on unsigned, checks marked "payment in full", or returned by the bank. These checks should be processed as follows and deposited.

Purpose: To describe how these types of checks should be handled before depositing.

Scope: This procedure applies to all checks received by the Organization.

Responsibilities:

Back-office provider is responsible for processing all check transactions for each school.

Definitions: NSF. Non-Sufficient Funds or NSF checks are those that are returned from the bank because the balance in the checking account was not high enough to cover the check. The check is then stamped NSF or "insufficient funds", "uncollected funds", or maybe "account closed".

Procedure:

1.0   UNSIGNED CHECKS

1.1   The word "over" should be typed or written on the line where the signature would normally appear. On the back, type "Lack of Signature Guaranteed" and then add the Organization name, manager's name, title and signature.

Note: This indicates to the bank that the Organization will take back the check as a charge against its account in the event it isn't honored. In the event the check is not honored, the Office Manager should immediately follow-up with the issuer.

1.2   Continue processing the check.

2.0   PARTIAL PAYMENT CHECKS MARKED "PAYMENT IN FULL"

2.1   If there's no dispute as to the amount, a check tendered for less than the amount due and marked "payment in full" (or similar wording) can be cashed without jeopardizing the right to recover the balance. However, if there's a bona fide dispute as to the amount owing, the Organization runs the risk that payment will be deemed to have settled the disputed claim for the lesser amount.

2.2   To overcome any potential pitfall, the check should be endorsed with the following statement "Check is accepted without prejudice and with full reservation of all rights under section 1-207 of the UNIFORM COMMERCIAL CODE (see Reference A).

CSH103 Problem Checks   page 1 of 6

101

Deleted: ¶
¶

Deleted: ------------------------Page Break------------------------

Accounting Policies, Procedures and Forms

2.3   Continue processing the check as per procedure CSH102 CASH RECEIPTS AND DEPOSITS.

2.4   The Office Manager should then work with the customer to resolve collection of the remaining balance due.

3.0   **RETURNED CHECKS**

3.1   A returned check for less than $100 or stamped "uncollected funds," should be re-deposited the following day, if the check is not already stamped, "Do Not Re-Deposit".

3.2   For returned checks in amounts greater than $100, the bank that the check is drawn against should be telephoned to determine if the check amount will clear the customer's account. If sufficient funds exist the check should be re-deposited. If the check is very large, consider taking the check directly to the issuing bank for recovery.

Note: The customer's account number should be the second number series located at the bottom center of the check.

4.0   **REDEPOSITED CHECKS**

4.1   In the event a re-deposited check is returned or if sufficient funds do not exist to cover the check, the Office Manager should contact the issuer by phone to report the problem and discuss how the matter will be resolved. Then issue a formal notice CSH103 Ex1 BAD CHECK NOTICE via certified mail with a return receipt requested to ensure the customer understands the seriousness of the issue.

4.2   Whenever a check is re-deposited more than once a handling fee should be considered.

References:

A.   **UNIFORM COMMERCAL CODE (UCC)**

The "Uniform Commercial Code" or UCC began as a model for each state legislature to modify and adopt as law in that state. Therefore, the UCC is not the same in every state. Each state's court system can interpret the UCC differently thereby creating different case law in that state and producing different results.
Business people cannot assume that the law will be exactly the same in each state. For more information see the Secretary of State for each State in question.

B.   **BAD CHECK LAW**

Bad Checks are considered part of the UCC and therefore are a matter of state law enforcement. Section 3-104(2)(b) of the UCC, defines a check as "a draft drawn on a bank and payable on demand." Each state has a different "Bad Check Law" see UCC above.

CSH103 Problem Checks   page 2 of 6

102

Deleted: ¶
¶

Deleted: 6¶
--------------Page Break--------------

Accounting Policies, Procedures and Forms

Postdated check: since it is not payable on demand, most states believe that the giving of a post-dated check does not constitute a present fraud nor is it within the scope of the bad check laws.

Payments for COD or pre-existing debt: In most cases, NSF checks are not considered under the bad check law if they are used to pay a note payment or to pay an invoice that is on account. However, if the debtor provides a creditor with a NSF check for a COD order, then that act does fall within the bad check laws.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/1 3**	Initial Release	
1	**11/12/ 15**	Inclus of back-office provider ion provider proces s	Oswaldo Diaz, Chief Financial Officer
2	9/5/17	Revision to clarify processes and positions	

Deleted: ¶
¶
¶
¶

CSH103 Problem Checks

page 3 of 6

103

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶

Deleted: ------------------Page Break------------------

Accounting Policies, Procedures and Forms

CSH103 Ex1 BAD CHECK
NOTICE

Date:

CUSTOMER
NAME ADDRESS
CITY, STATE, ZIP

Dear Sir:

Payment on your Check No. _____ in the amount of $_____, presented to us on, {DAY MONTH YEAR} , has been returned by your bank and marked insufficient funds. We have re-deposited your check and attempted to collect on this check twice already.

We have verified with your bank that insufficient funds remain to clear this check. Therefore, we request that you replace this check with a certified check immediately.

Unless we receive the certified funds for the amount listed above within 15 days, we shall immediately begin appropriate legal action to protect our interest. Upon receipt of replacement funds we shall return the dishonored check.

Sincerely,

Office Manager
MAGNOLIA EDUCATION AND RESEARCH FOUNDATION

Certified Mail, Return Receipt Requested.

Deleted: ¶
¶

CSH103 Problem Checks   page 5 of 6

Deleted: ------------------------Page Break------------------------

105

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

CSH103 Problem Checks   page 6 of 6

106

Accounting Policies, Procedures and Forms

SOP # CSH104 Revision: 1	**Prepared by: Central Office**
Effective Date: 9/5/17	**Approved by: BOD**

Title: **CSH104 WIRE TRANSFERS**

Policy: To provide additional payment options to customers and vendors in order to make funds immediately available to the receiving party. Wire transfers should be treated with special care and accuracy to prevent loss to the Organization or the customer.

Purpose: To explain the steps necessary to ensure proper procedures are followed when processing wire transfer requests.

Scope: This procedure applies to customers who are sending or receiving wire transfers and the financial institutions which process these requests.

Responsibilities:

Chief Financial Officer is responsible for initiating all outgoing wire transfer requests.

Chief Executive Officer should approve all wire transfers regardless of amount.

Finance team is responsible for processing all incoming wire transfers.

Definitions: ABA The American Bankers Association or ABA number is a unique routing identification code is issued to a Federal or State chartered financial institution which is eligible to maintain an account at a US Federal Reserve Bank. The ABA Routing Number (a.k.a. ABA number; Routing Transit number) is used to identify participants in automated clearinghouses, electronic funds transfer, and on-line banking.

Procedure:

1.0   INCOMING WIRES

1.1   Wire transfers are processed the same as a check in accordance with the CSH102 CASH RECEIPTS AND DEPOSITS procedure.

1.2   Upon the banks receipt of the wire transfer the bank may create a wire transfer notification. Normally these are mailed but many banks may also provide notification via e-mail, phone, fax, or via an on-line banking interface. The bank notification serves as documentation the the money has been received.

2.0   OUTGOING WIRES

2.1   The Chief Financial Officer will initiate wire transfers as necessary. This will take place on the secured website maintained by the Organization's bank. Chief Executive Officer must approve all wire transfers by logging into the bank's secured website and approving the transfer. Wire transfers cannot be made without this secondary authorization.

CSH104 Wire Transfers   page 1 of 4

Deleted: ¶
¶

Deleted: ------------------------Page Break------------------------

Accounting Policies, Procedures and Forms

2.2 Wire transfers should originate from a checking account. Reference A - FRB Reg D. - establishes limits on transfers from savings or money market accounts but there are no limits on transfers from checking accounts.

References:

A. **FRB REG D: RESERVE REQUIREMENTS OF DEPOSITORY INSTITUTIONS**

Defines consumer depository accounts (e.g., checking, savings, money market, CDs, transactions etc.) and the rules governing those accounts. This law also requires that financial institutions keep a minimum amount of reserve deposits either as vault cash or with the Federal Reserve.

The Federal Reserve Board's Regulation D limits the number of certain withdrawals and transfers from savings accounts. All financial institutions are subject to this regulation. Examples savings accounts affected by this regulation include: Regular Savings and Money Market accounts. Transactions on Checking accounts are not limited.

Regulation D, allows up to six (6) preauthorized or automatic withdrawals or transfers to another account at the same financial institutions or to a third party during a calendar month. There may be no more than three (3) of these six (6) transfers by check, debit card, or similar order, clearing an account. A "preauthorized transfer" includes arrangement the credit union make either to pay a third party, one time, on written or verbal instruction, or to pay a third party on a fixed schedule, (i.e. bill payer, ACH authorizations).

B. **FRB REG E: ELECTRONIC FUND TRANSFER ACT**

Establishes the rights, liabilities and responsibilities of all parties involved in electronic fund transfers and protects consumers when they use such systems. Examples of these transactions include those at automated teller machines, telephone bill-payment plans, point-of-sale purchases and pre-authorized transfers to and from a consumer's account (such as direct deposit and regular utility and mortgage payments).

Regulation E prescribes rules for the solicitation and issuance of EFT cards; governs consumers' liability for unauthorized electronic fund transfers (resulting, for example, from lost or stolen cards); requires institutions to disclose certain terms and conditions of EFT services; provides for documentation of electronic transfers (on periodic statements, for example)- sets up a resolution procedure for errors; and covers notice of crediting and stoppage of preauthorized payments from a customer's account.

Stored-value cards (also known as "smart cards") and home banking by personal computer would be subject to Regulation E because the act governs electronic fund transfers.

Deleted: ¶

CSH104 Wire Transfers

page 2 of 4

108

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

CSH104 Wire Transfers   page 3 of 4

109

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

CSH104 Wire Transfers   page 4 of 4

110

Accounting Policies, Procedures and Forms

SOP # CSH105 Revision: 0	**Prepared by: Central Office**
Effective Date: 2/14/13	**Approved by: BOD**

Title: **CSH105 CHECK SIGNING AUTHORITY**

Policy: A limited number of employees will be authorized to sign checks but there shall be no fewer than three individuals at all times.

Purpose: To outline the check signing authority process.

Background: While a hired accountant, office manager, or accounting clerk may be responsible for entering bills, paying bills, and printing out checks, all printed checks and related documentation should be presented to a second individual for signing. No one person or employee should be allowed to enter invoices, select invoices for payment, then print and sign checks. At a minimum, this process requires at least two individuals to ensure the integrity of the accounting system remains intact.

Scope: This procedure applies to all regular bank checking accounts of the Organization.

Responsibilities:

    Chief Executive Officer is responsible for adding and removing check signing authority.

    Chief Financial Officer is responsible for managing the check signing authority process and alerting all individuals and banks of any changes to authority.

Procedure:

1.0 AUTHORIZED CHECK SIGNERS

1.1   The Board of Directors and the Chief Executive Officer should approve authorized check signers in writing. All approvals should be forwarded to the Chief Financial Officer for processing.

1.2   The Chief Executive Officer and Chief Financial Officer should have check signing authority. Additional individuals with or without dollar limitations may be authorized as necessary.

1.3   For back-up purposes, it is advisable to have at least three check signers authorized for each checking account. One should be the Chief Financial Officer or primary signer and the other should be the Chief Executive Officer or secondary check signer. The third should be a back-up signer. The back-up signer should be a trusted individual but not necessarily an employee. It could be a board member or another principle in the Organization. A back-up signer will ensure continuing operations in case both the primary and secondary signers become incapacitated for any period of time.

CSH105 Check Signing Authority   page 1 of 6

111

Deleted: ¶
¶

Deleted: --------------------Page Break--------------------

Accounting Policies, Procedures and Forms

1.4 If the check signer also authorizes purchase orders, their access to the QuickBooks accounting system should be limited to "read" access as to maintain proper segregation of duties.

2.0   CHANGING CHECK SIGNERS

2.1 The Chief Financial Officer receives all approval paperwork and should prepare and maintain a file record of all authorized check signers and CSH105 Ex1 CHECK SIGNING AUTHORITY LOG.

2.2 The CHECK SIGNING AUTHORITY LOG should be kept current of all individuals and their status to sign checks as soon as their status changes. The log should contain the following information:

- Recipient name / position or title

- Authority start date

- Authority end date

- Maximum expenditure authority level

2.2 Contact the bank that administers the checking account for details on adding, changing, or removing check signers from a checking account. Normally this is a simple process of presenting identification and signing a card to be placed on file at the bank.

Banks maintain an authorized check signer's card for each checking account. Only those individuals listed on the authorized check signer's card may sign checks.

2.3 The Chief Executive Officer or the Board of Directors may revoke check signing authority. Any person who is no longer entitled to sign Organization checks will be notified in writing. The Chief Financial Officer will oversee the proper notification of the Organization's banks whenever authorized signature changes are made.

CSH105 Check Signing Authority   page 2 of 6

112

Deleted: ¶
¶

Deleted: --------------------------------Page Break--------------------------------

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	

Deleted: ¶

Deleted: ¶
¶
-----------------------------Page Break-----------------------------------

CSH105 Check Signing Authority   page 3 of 6

113

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶

Deleted: ¶
------------------Page Break------------------

CSH105 Check Signing Authority   page 4 of 6

114

Accounting Policies, Procedures and Forms

CSH105 Ex1 CHECK SIGNING AUTHORITY LOG

RECIPIENT NAME/TITLE	START DATE	END DATE	AUTHORITY LEVEL (maximumDollar)

Deleted: ¶

CSH105 Check Signing Authority   page 5 of 6

115

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶

CSH105 Check Signing Authority   page 6 of 6

116

Accounting Policies, Procedures and Forms

SOP # CSH106 Revision: 1 **Prepared by: Central Office**
Effective Date: 9/5/17 **Approved by: BOD**

Title: **CSH106 CHECK MATTERS**

Policy: To ensure efficient processing and record keeping all check matters will need to be handled and documented appropriately.

Purpose: To describe the process for matters relating to checks.

Scope: All checks.

Responsibilities:

Chief Financial Officer or Finance team is responsible for managing other check matters.

Procedure:

1.0 CHECK ORIGINATION

1.1 The Organization does not permit the use of manual checks.

1.2 In no instance can the payee of a check be made to "Cash".

2.0 CHECK STOP PAYMENT

2.1 It is important to place the stop payment information on the account as quickly as possible to prevent losses. The following information should be obtained and recorded on the bank's Stop Payment Form or address online:

- Requester's name and department
- Account number
- Check number
- Date of the check
- Who the check is made payable to
- Amount of the check
- Reason for the stop payment

2.2 The stop payment information above should be forwarded to the Finance team or Chief Financial Officer who will contact the bank to put a stop on the check.

2.3 An authorized check signer may need to sign the bank's Stop Payment Form or address online, typically within ten business days. Normally, stop payments are placed on the account for approximately six months.

2.4 To release the stop payment, an authorized check signer may need to contact the bank and sign a release. Note: signing the release allows the check to be paid.

CSH106 Check Matters page 1 of 2

Deleted: ------------------------------Page Break------------------------------

117

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

Deleted: ¶
¶

CSH106 Check Matters   page 2 of 2

Deleted: --------------------Page Break--------------------

118

Accounting Policies, Procedures and Forms

SOP # CSH107 Revision: 1 **Prepared by:Central Office**
Effective Date: 2/8/18 **Approved by: BOD**

Title: **CSH107 BANK ACCOUNT RECONCILIATIONS**

Policy: To ensure the accuracy of the Organization's bank account records by proving the monthly balance shown in the bank's Account Register.

Purpose: To outline the practices for preparation of a Monthly Bank Reconciliation

Scope: This applies to all bank accounts maintained by the Organization.

Responsibilities:

Chief Financial Officer or designee is responsible for review and approval of all reconciliations.

Back-office service provider is responsible for reconciling each site's respective checking account.

Background: Errors or omissions can be made to the Organization's bank account records due to the many cash transactions that occur. Therefore, it is necessary to prove the monthly balance shown in the bank account register. Cash on deposit with a bank is not available for count and is therefore proved through the preparation of a reconciliation of the Organization's record of cash in the bank and the bank's record of the Organization's cash that is on deposit.

Deleted: ¶

CSH107 Bank Account Reconciliations page 1 of 3

119

Accounting Policies, Procedures and Forms

Procedure:

1.0   BANK STATEMENT PREPARATION

1.1   After receipt of the monthly bank statement and/or online printing of the monthly bank statement, back-office accountant should prepare the monthly bank reconciliation as follows:

- By the 15th of the following month for MSA 1, MSA 2, MSA 3 and MSA 5 and;
- By the 20th of the following month for MSA 4, MSA 6, MSA 7, MSA 8, MSA SA and MSA SD

After preparation, the back-office client manager will carefully review the bank reconciliation. Once reviewed, the bank reconciliations are sent to the Finance Team for final review and approval. To preserve proper segregation of duties, no single employee, should perform both cash transaction functions and bank account reconciliations.

2.0   COMPUTERIZED FORMAT

2.1   In the computerized environment, the accounting system provides an automated bank reconciliation task. This task is generally selected once a month in conjunction with receiving the month end bank statement and/or online printout of the month end bank statement. Once selected, the screen shows a list of all items that have been posted to the cash account and that have not been cleared from the previous month's account reconciliation. The screen is usually divided into two segments: one half is a list of all checks and other charges reducing cash, and the other half is a list of all deposits and other items increasing cash. This screen would also have a field for entering the proper month end date and the balance at month end, per the bank.

2.2   After the account-reconciling task is successfully completed, a report is provided which shows the reconciliation process, including outstanding checks and deposits in transit.

Note: Once completed, the bank reconciliations and bank statements are filed electronically.

SH107 Bank Account Reconciliations   page 2 of 3

120

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

Deleted: ¶

CSH107 Bank Account Reconciliations   page 3 of 3

121

Accounting Policies, Procedures and Forms

SOP # CSH108 Revision: 2	**Prepared by: Central Office**
Effective Date: 9/5/17	**Approved by: BOD**

Title: **CSH108 INTER-ACCOUNT BANK TRANSFERS**

Policy: To ensure the accuracy of the Organization's bank account records by proving documentation of bank transfers.

Purpose: To outline the practices for preparation of an inter-account bank transfer

Scope: This applies to all bank accounts maintained by the Organization.

Responsibilities:

Chief Executive Officer is responsible for review and approval of all inter-account bank transfers

Chief Financial Officer is responsible for performing all inter-account bank transfers.

Background: Errors or omissions can be made to the Organization's bank account records due to the many cash transactions that occur. Therefore, it is necessary to authorize all inter-account bank transfers.

Procedure:

1.0   **INTER-ACCOUNT BANK TRANSFER**

1.1   Back-office provider monitors the balances in the bank accounts to determine when there is a shortage or excess in the checking account. Back-office provider recommends to the Chief Financial Officer when a transfer should be made to maximize the potential for earning interest or when funds are needed for processing payroll or other transfer needed. The Chief Financial Officer will determine when to make a transfer and in what amount. After the transfer has been initiated by the Chief Financial Officer, the Chief Executive Officer must log into the online banking system in order to complete the bank transfer process. A copy of the transfer is given to Back-office provider.

Deleted: ¶

CSH108 Inter-Account Bank Transfers   page 1 of 2

122

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider service provider process	Oswaldo Diaz, Chief Financial Officer
2	9/5/17	Revision to clarify processes and positions	

Deleted: ¶

CSH108 Inter-Account Bank Transfers   page 2 of 2

Deleted: --------------------------------Page Break--------------------------------

123

Accounting Policies, Procedures and Forms

SOP # CSH109 Revision: 2   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: CSH109 JOURNAL ENTRIES AND RECLASSIFICATION ENTRIES

Policy: To ensure the accuracy of the Organization's books and records by proving documentation of journal entries and reclassification entries. All journal entries shall be authorized in writing by the Finance Manager initialing or signing the entries.

Purpose: To outline the practices for preparation of journal entries and reclassification entries.

Scope: This applies to all accounting transactions performed by the Organization.

Responsibilities:

      The Chief Financial Officer is responsible for review and approval of all journal entries and reclassification entries.

      Back-office provider is responsible for performing all journal entries and reclassification entries

Background: Journal entries can directly affect the presentation of financial statements. Therefore, it is necessary to authorize all journal and reclassification entries.

Procedure:

1.0   **JOURNAL ENTRIES AND RECLASSIFICATION ENTRIES**

1.1   The Chief Financial Officer the Financial Analysts and Back-office provider monitor the balances in the accounting records of the Organization.

      All general ledger entries including audit adjusting entries, reclassification entries, or other such journal entries shall be supported by journal vouchers or other documentation, which shall include a reasonable explanation of each entry. Examples of such journal entries include:

1. Recording of noncash transactions
2. Corrections of posting errors
3. Non-recurring accruals of income and expenses

    Certain journal entries, called recurring journal entries, occur in every accounting period. These entries may include, but are not limited to:

1. Depreciation of fixed assets
2. Amortization of prepaid expenses

CSH109 Journal and Reclassification Entries   page 1 of 2

Accounting Policies, Procedures and Forms

3. Accruals of recurring expenses
4. Amortization of deferred revenue

Support for recurring journal entries shall be in the form of a schedule associated with the underlying asset or liability account or, in the case of short- term recurring journal entries or immaterial items, in the form of a journal voucher.

It is the policy of MERF that all journal entries not originating from subsidiary ledgers shall be authorized in writing by the Chief Financial Officer initialing or signing the entries.

Revision History:

Revision	Date	Description of changes	Requested By
0	2/14/13	Initial Release	
1	11/12/15	Revision of responsibilities	Oswaldo Diaz, Chief Financial Officer
2	9/5/17	Revision to clarify processes and positions	

CSH109 Journal and Reclassification Entries   page 2 of 2

125

Accounting Policies, Procedures and Forms

SOP # CSH110 Revision: 1   **Prepared by:Central Office**
Effective Date: 11/12/15   Approved by: BOD

Title: CSH110 PETTY CASH PURCHASES

Policy: The Organization does not permit the use of petty cash.
Scope: This applies to all petty cash transactions.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Removal of petty cash use	Oswaldo Diaz, Chief Financial Officer

CSH110 Petty Cash Purchases   page 1 of 1

126

Accounting Policies, Procedures and Forms

SOP # CSH111 Revision: 3   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **CSH111 CREDIT CARDS AND DEBIT CARDS**

Policy: It is the policy of the Organization to provide credit cards to authorized members of the Organization staff in the performance of their duties and responsibilities. The Organization does not permit the use of debit cards. The use of credit is the same as handling cash; every precaution must be taken to account for all funds, whether Federal, State or otherwise, and the most efficient and effective purchasing procedures as well as internal controls will be implemented to safeguard Organization funds.

Purpose: To be able to use credit cards in a controlled manner that allows for purchases such as travel and where a check and/or purchase order is not accepted.

Scope: This applies to transactions at the discretion of the School Principal, Chief Executive Officer and Chief Financial Officer.

Definitions: Batch. All of the day's credit card transactions are collected into a "batch" of transactions. The batch is closed, usually at the end of the day, and the result is submitted to the merchant processor as a single "batch".

Settlement**.** The processor clears the credit card transactions in the batch and the result is "settled" to the designated bank account. Settlement varies by Credit Card organization but usually occurs in 2-3 days after a batch is closed.

Processor. The processor is responsible for authorizing credit card transactions and settling each batch. The processor is also the Organization that one must interface with on all discrepancies or "chargebacks".

Chargebacks. A chargeback occurs when a customer (cardholder) disputes a charge that appears on their monthly credit card statement. If the dispute is unable to be resolved then the transaction is charged back to the merchant. The processor charges the merchant and returns the cardholder's money.

Responsibilities:

School Principal is responsible for authorization of credit card transactions up to $5,000 in accordance with the approved budget.

Chief External Officer, Regional Directors and Chief Financial Officer are responsible for authorization of credit card transactions up to $10,000 and over, using documented approval, not to exceed the current limits established by procedure number PUR104 Accounts Payable and Cash Disbursements.

Chief Executive Officer is responsible for authorization of credit card transactions up to $25,000, using documented approval, not to exceed the current limits established by procedure number PUR104 Accounts Payable and Cash Disbursements.

CSH111 Credit Cards and Debit Cards   page 1 of 6

127

Accounts Payable Specialist and Back-office provider are responsible for recording the transactions in the accounting records and reconciling credit card receipts to the credit card statements in accordance with CSH107 Bank Reconciliations.

Background: On occasion, the Chief Executive Officer and other senior management may not be in the position to carry a lot of cash or may need to use a credit card for purposes of travel arrangements. Under these circumstances and as considered necessary by Organization management, credit card transactions are acceptable.

Procedure:

1.0   CREDIT CARDS

1.1   Issuance of Corporate Credit Cards

Corporate credit cards are issued to personnel who travel on Organization business or have a legitimate need to purchase goods and services, either in person or on-line or when a purchase order cannot be approved in time or a purchase order is not accepted by a vendor. These cardholders will be required to sign a statement (CSH111 Ex1 Use of Credit Cards and Debit Cards Certification) acknowledging that the card shall be used exclusively for legitimate Organization- related business purposes and that the cardholder agrees to take reasonable precautions to protect the card from loss or theft by storing it in a secure location. Upon approval from the credit card company, a card will be issued bearing the names of both the individual and the Organization.

Cardholders, while working with other Organization staff, must plan activities and travel requests with sufficient time in order to avoid the use of credit cards. Cardholders abusing this privilege may have the card revoked if it is determined that sufficient time was available in order to request and receive approval for a purchase order.

When using the credit card for internet purchases, cardholders should ensure that the site utilizes industry recognized encryption transmission tools.

All corporate credit cards will be issued from the same vendor to enhance the purchasing power of the credit card and to provide for efficient on-going monitoring of all purchases made with the credit card(s).

1.2   Cardholder Responsibilities

Every month, each cardholder will be provided with a statement detailing the expenditures that were charged to his/her corporate credit card. The cardholders will submit all receipts for purchases of goods and services to the Finance Department within seven (7) days attached to the debit/credit card monthly statement after making any purchase. All documents will be initialed by the cardholder. In any instance of a missing receipt, payment will be the responsibility of the cardholder.

CSH111 Credit Cards and Debit Cards   page 2 of 6

128

Should the Accounts Payable Specialist identify any inadvertent personal or unauthorized uses of the card, the card statement as well as all backup documentation will be forwarded to the Chief Financial Officer, for review.

The Chief Financial Officer, will discuss with the cardholder any charges of concern and the card member will be required to reimburse the Organization immediately for any such inadvertent personal charges or unauthorized charges.

Excessive inadvertent personal charges will be grounds for revoking credit card privileges. Personal use of corporate credit cards is strictly prohibited. Any personal use will subject the employee to the Organization's disciplinary actions.

Any fraudulent or other unauthorized charges shall be immediately pointed out to the Chief Financial Officer, for further investigation with the credit card provider and at the discretion of the Chief Financial Officer may be required to be reimbursed by the individual cardholder who purchased the unauthorized transaction.

The Organization requires the following review and approval procedures:

- The cardholder will review the card statement to ensure only their own approved charges are listed on the statement. Any charges not made by the cardholder will be identified and discussed with the Accounts Payable Specialist.
- The Chief Financial Officer will approve credit card usage by the Principals, and the Chief Executive Officer will approve credit card usage by the Chief Financial Officer, and the Board of Directors Chairperson will approve credit card usage by the Chief Executive Officer.
- The Accounts Payable Specialist will review all charges on the card statement against all purchase documents submitted by the cardholder.
- The Chief Financial Officer, will review charges and supporting documentation prior to the monthly card statement being approved and included for payment.

Cardholders shall report the loss or theft of a corporate credit card immediately by notifying the credit card company (24 hours a day, seven days a week) as well as the Chief Financial Officer. In the event of theft of the card, a police report will be filed by the cardholder and a copy of the report will be maintained for insurance purposes.

Deleted: ¶

Deleted: ¶

1.3   Revocation of Corporate Credit Cards

Failure to comply with any of these policies associated with the use of the Organization's corporate credit cards shall be subject to possible revocation of credit card privileges. The Chief Financial Officer, with the approval of the Chief Executive Officer or Board Chairperson, shall determine whether credit cards are to be revoked.

Deleted: ¶

SH111 Credit Cards and Debit Cards   page 3 of 6

129

Accounting Policies, Procedures and Forms

1.4 **On-going Monitoring of Corporate Credit Cards**

The Organization will implement continuous on-going monitoring of the use of corporate credit cards to ensure only authorized expenditures are made with the credit cards. Credit card usage must follow the same criteria as all other purchases; i.e., allowable, reasonable, necessary, and allocable, where required.

In addition, the Board of Directors may, from time to time, authorize unannounced monitoring of the use of corporate credit cards.

Corporate credit cards will be assigned only to the Chief Executive Officer, Chief External Officer and Principals and all charges to that assigned card will be the responsibility of that employee. Employees authorizing the use of the credit card by other Organization employees, parents or friends, will be subject to disciplinary action.

1.5 **Employee Personal Credit Cards**

With prior approval from the Chief Executive Officer and/or Chief Financial Officer, the Organization employees may incur legitimate Organization business expenses utilizing their personal credit cards for such expenditures. The Organization shall reimburse employees according to Organization reimbursement policy (PUR106 Reimbursements).

2.0 **DEBIT CARDS**

2.1 **Debit Card Policy**

The organization does not permit the use of debit cards.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**2/13/15**	Revision of credit and debit card limits and controls	Oswaldo Diaz, CFO
2	**7/21/16**	Revision of credit card limits and controls	Oswaldo Diaz, CFO
3	9/5/17	Revision to clarify processes and positions	

Deleted: ¶

CSH111 Credit Cards and Debit Cards   page 4 of 6

130

Accounting Policies, Procedures and Forms

CSH111 Ex1 USE OF CREDIT CARDS AND DEBIT CARDS CERTIFICATION

Certification of receipt of the Organization Policy and Procedures on the "Use of Credit and Debit Cards":

I,_____, hereby certify that I have received
     (Print name of employee) (Position)
and understand the above-stated policy and procedures and I will comply with those procedures. Failure to comply with the procedures may subject me to disciplinary action as outlined in the Organization Human Resources Policies and Procedures Manual.

_____   _____
Signature of Employee   Date

_____   _____
Chief Executive Officer   Date

Deleted: ¶
¶

CSH111 Credit Cards and Debit Cards   page 5 of 6

131

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶
¶

Deleted: --------------------Page Break--------------------

132

Accounting Policies, Procedures and Forms
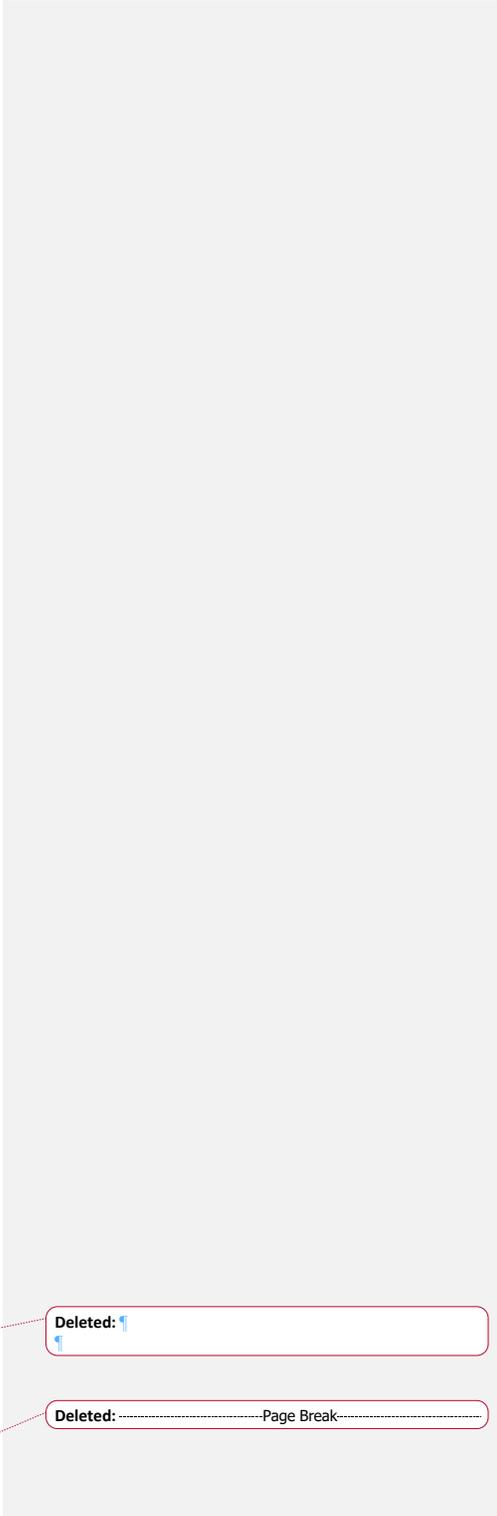
SOP # CSH112 Revision: 2   **Prepared by: Central Office**
Effective Date:9/5/2017   **Approved by: BOD**

Title:	**CSH112 INTRA-ORGANIZATION RECEIVABLES AND PAYABLES (DUE TO/DUE FROM)**

Deleted: ERCOMPANY

Policy: To ensure that intra-organization transactions between individual charter schools and the central office are processed correctly

Deleted: ercompany

Purpose: To outline the practices for intra-organization transactions between individual charter schools and the central office

Deleted: intercompany

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.

Deleted: intercompany

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.

Deleted: ercompany

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

Deleted: ERCOMPANY

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.

CSH112 Intercompany Receivables and Payables (Due To/Due From)   page 1 of 2

133

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	11/12/15	Revision of responsibilities	Oswaldo Diaz, CFO
2	9/5/2017	Revision to clarify processes and positions	
3	5/9/2019	Revision to use terminology consistent with FCMAT manual	N. Montijo, CFO

CSH112 Intercompany Receivables and Payables (Due To/Due From)   page 2 of 2

134

Deleted: ¶
¶
¶

Deleted: -----------------------------Page Break-----------------------------

Accounting Policies, Procedures and Forms

SOP # CSH113 Revision: 2	**Prepared by: Central Office**
Effective Date:9/5/17 **Approved by: BOD**	

Title: **CSH113 FINANCIAL RESERVES**

Policy: To ensure each charter school maintains a fund reserve in order to protect itself from unforeseen revenue shortfalls or unexpected expenditures.

Purpose: To describe responsibilities and monitoring procedures over each charter school's fund reserve

Scope: This applies to all charter schools operated by the Organization.

Responsibilities:

Back-office provider is responsible for day to day monitoring of charter school cash accounts and ensuring their accuracy.

Chief Financial Officer is responsible for oversight over charter school cash accounts as to ensure that required fund reserve amounts are met.

Background: California regulations state that the following reserve amounts must be maintained:

- Greater of 5% of prior year operational expenditures or $55,000 for districts with 0-300 ADA
- Greater of 4% of prior year operational expenditures or $55,000 for districts with 301-1,000 ADA

Procedure:

1.0 **FUND RESERVE BALANCES**

1.1 Back-office provider will monitor the cash balance for each charter school to ensure its accuracy and to be able to project future amounts. This will be accomplished through timely bank reconciliations and regular budget vs. actual comparisons. This process is critical to quickly detect any potential cash shortages so expenditures can be modified or more resources can be requested.

1.2 If the required fund reserve amount for a charter school cannot be met, the Chief Financial Officer with the support of Back-office provider will need to determine where cash can be derived from in order to restore the fund balance. This can come from central office funds or from another charter school with surplus funds. See CSH112 INTERCOMPANY RECEIVABLES AND PAYABLES (DUE TO/DUE FROM) for this procedure.

CSH113 Financial Reserves   page 1 of 2

135

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	2/14/13	Initial Release	
1	11/12/15	Inclusion of back-office provider service processes	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

Deleted: ¶
¶
¶

136

Accounting Policies, Procedures and Forms

SOP # PYR101 PAYROLL DESK PROCEDUR Prepared by: Central Office
Effective Date: 2/14/13   Approved by: BOD

Title:	**PYR 101 PAYROLL DESK PROCEDURE**
Policy:	To clearly define responsibilities and procedures in processing the organization's payroll and implementation of the online payroll system in accordance with the generally accepted accounting principles.
Purpose:	To outline and list areas of responsibilities for each group involved in the payroll process.
Scope:	This applies to all staff of the organization.

Responsibilities:

Human Resources is responsible for setup and maintenance of all employee profiles

School Principal is responsible for accurate and timely submission of each site's attendance, extra duties and assignments.

Finance Team is responsible for review, generation and approval of all payroll.

Back-office service provider is responsible for accurate bookkeeping and analysis of payroll expenses.

Background: Personnel Cost is usually 70-75% of the organization's total operating expenses. It is vital that the organization administers the payroll process efficiently and in compliance with education codes and requirements.

PYR 101 PAYROLL DESK PROCEDURES   page 1 of 3

Deleted: ¶
¶
¶
¶

137

Procedure:

- **HUMAN RESOURCES**
  - Coordinates job postings and complete new hire paperwork, ensures accuracy and completeness of all new hire procedures and collection of paperwork prior to start of work
  - Processes termination info and informs Finance Team whenever final checks are needed
  - Monitors all credential and other expiration dates
  - Ensures accurate employee withholdings/deductions in 3rd party payroll system as agreed to by employee

- **EMPLOYEE**
  - Signs in and out of automated system each day
  - Completes employee profile in online payroll system, which generates deductions and provides required information to HR

- **PRINCIPAL/SUPERVISOR**
  - Reviews/approves time and attendance reports and submits to Finance Team to initiate payroll processing
  - Enters all supplemental pay in payroll system on or before designated cutoff date
  - Submits signed schedule of all approved supplemental pay (i.e. stipends, home visits, Saturday School extra duty) to Finance Team each pay period
  - Notifies HR of any new hires, terminations, status or pay changes

- **FINANCE TEAM**
  - Confirms approvals from principals/HR prior to generating payroll
  - Runs payroll and generates reports for review
  - Reviews each payroll register, verifying:
    - Proper pay rate
    - Hourly staff – number of hours per pay period look reasonable
    - Extra pay/stipends are documented, approved and accurate as to amount and funding source
    - Employee retirement deductions are accurate and reasonable
    - STRS members have earnings properly treated in paycheck and correct STRS rates are being used
    - No OASDI withheld for any STRS members
    - Classified staff – PERS members have proper withholdings and OASDI deducted and correct PERS rates are being used

PYR 101 PAYROLL DESK PROCEDURES   page 2 of 3

138

Deleted: ¶
¶
¶
Deleted: v

Accounting Policies, Procedures and Forms

- Only PERS or STRS creditable earnings are included in deduction calculations
  - Non-PERS classified staff hours are being tracked and any newly eligible PERS members (>1000 hours in a fiscal year) are added as PERS members

- Process payroll, prints registers and files all supporting documentation including but not limited to: STRS/PERS contributions, Other Retirement Contributions, Payroll Tax Reports, Health and Welfare deductions and contributions to service providers
- Processes final paychecks and coordinates with back-office provider for delivery of checks if not processed in-house

- **BACK OFFICE**
  - Process ECR for final paychecks if not processed in-house
  - Uploads journal entries to record payroll in general ledger each pay period
  - Performs analytical procedures on payroll expenses as part of month-end close process

Revision History:

Revision	Date	Description of changes	Requested By
0	**3/09/17**	Initial Release	Nanie Montijo, CFO

Deleted: ¶
¶

PYR 101 PAYROLL DESK PROCEDURES   page 3 of 3

139

Accounting Policies, Procedures and Forms

SOP # PYR 102 Revision: **Prepared by: Central Office**
Effective Date: 1/17/19   **Approved by: BOD**

Title: PYR 102 TIME KEEPING PROCEDURE FOR FEDERALLY FUNDED EMPLOYEES

Policy:

To clearly define responsibilities and timekeeping procedures in tracking specific program cost information.

Purpose:

To outline and document timekeeping of a grant, award or program costs MPS uses to track expenditure information to ensure it spends a specific amount for a specific purpose.

Scope:

This applies to all staff paid with federal funds.

Responsibilities:

Human Resources is responsible for setup and maintenance of all employee profiles on Paycom.

School Principal is responsible for accurate and timely submission of each site's attendance, extra duties and assignments.

Finance Team is responsible for review, generation and approval of all payroll; in addition to maintaining and keeping records of all federally funded employees.

Back-office service provider is responsible for accurate bookkeeping and financial reporting.

PYR 102 Time Keeping Procedure Page **1** of **5**

140

Accounting Policies, Procedures and Forms

Procedure:

Employee Compensation - All amounts paid to an employee for services rendered during the award period. Compensation includes salaries, fringe benefits, stipends, bonuses and payments made under supplemental contracts.

> Multiple Cost Objectives Employees - Employees who work on multiple cost objectives such as:
>
> - More than one Federal award;
> - A Federal award and a non-Federal award;
> - More than one activity within a federal award that is separately tracked by MPS (such as set-asides, earmarks or match/in-kind contributions).

Personnel Activity Report (PAR) - A document certifying the amount of time a multiple cost objective employee spends on each cost objective. The PAR must reflect an after-the- fact distribution of the activities performed; account for the total activity for which the employee is compensated; be prepared bi-weekly and coincide with one or more pay periods; and be signed by the employee.

Semi-Annual Certification - A document certifying a *single cost objective* employee worked solely on *one cost objective*. The certification must be prepared at least every six months and must be signed by the supervisory official having first-hand knowledge of the work performed by the employee.

Periodic Certification
An employee who works in multiple cost objectives on a set schedule (predetermined). The periodic certification must be prepared at least semiannually and cover the entire period of the certification and must signed by the supervisory official.

All employees paid with federal funds must adhere to the following procedures to complete the appropriate time and effort records.

Determining Cost Objectives -

A cost objective is defined as a federal grant award, or other category of costs MPS uses to track specific cost information. In certain circumstances MPS may track the time employees spend on particular activities *within* a single federal grant in order to demonstrate compliance with federal requirements such as earmarks, set-asides or match/in-kind contributions. When MPS uses employee compensation costs to meet these requirements they are known as ―cost objectives. In such a circumstance, an individual grant program may have more than one cost objective.

Determining cost objectives requires a careful reading of the programmatic provisions in the statute providing the funds. Employees should contact the Principal if assistance is needed in determining the cost objectives on which they work.

PYR 102 Time Keeping Procedure Page **2** of **5**

Accounting Policies, Procedures and Form

Single Cost Objective Employees -

An employee who works on a single cost objective must complete a semi-annual certification that indicates the employee worked solely on that cost objective for the period covered by the certification. The certification must be collected and reviewed at least every six months by the Principal, or his/her designee. Either the employee or a supervisor with first-hand knowledge of the work performed by the employee must sign the semi-annual certification.

A semi-annual certification must:

- Be executed after the work has been completed;
- State that the employee worked solely on activities related to a particular cost objective;
- Identify the cost objective;
- Specify the reporting period;
- Be signed by the employee or a supervisor with first-hand knowledge of the work performed; and dated.

    The supervisory official for all single cost objective employees must complete the semi-annual certification attached to these procedures.

    If an employee works on a short-term cost objective whose end date does not coincide with the normal December/June collection dates for semi-annual certifications (e.g. a supplemental contract for summer school programs), the employee must obtain a semi-annual certification from the Supervisor after the time period for the work has ended.

    All supervisory officials of single cost objective employees with first-hand knowledge of the work performed by the employee must complete and sign the semi-annual certification provided by the Supervisor

    Executed semi-annual certifications must be forwarded to the Finance Department

Multiple Cost Objective –

Employees working on multiple cost objectives must maintain Personnel Activity Reports (PARs) or The Periodic Certification If they have a predetermined schedule. The report indicates the amount of time spent on each cost objective for the period covered by the PAR or equivalent documentation. The PAR must be prepared at least monthly, Periodic Certification must prepared at least semiannually. The employee must sign the PAR or equivalent documentation. An employee time card can be used in place of a PAR. Timecards will be documented and maintained by the MPS payroll department.

A PAR or equivalent documentation must:

- Be executed after the work has been completed (projections of how an employee is expected to work or position descriptions are not sufficient);
- Account for the total activity for which each employee is compensated, including

PYR 102 Time Keeping Procedure Page **3** of **5**

142

Accounting Policies, Procedures and Forms

> part- time schedules or overtime (total activity means all of the time an employee works, not just the amount of time worked on a federal program);
- Identify the cost objectives;
- Specify the reporting period;
- Be signed by the employee (unlike a semi-annual certification a supervisor's signature alone is not sufficient); and
- Be dated after the fact (when the work has been completed).

At the beginning of each year, Finance Department will distribute blank PARs or Periodic Certification forms to the Principals that are required to complete on a bi-weekly basis throughout the year.

Copies of executed PARs, or approved equivalent documentation, must be forwarded to Finance Department every 2 weeks, Periodic Certification must be forwarded after the time period of work has ended.

Supplemental Contracts –

As discussed above, time and effort records must account for all of an employee's activities (i.e. 100% of an employee's time). Thus, if an employee works overtime that time must be reflected in the employee's time and effort record. If, however, an employee works in two distinct positions the employee may maintain separate time and effort records for each position.

For example, an employee works as a Title I teacher during the school day (charged to Title I) and a sports coach after school (charged to state or local funds). Assuming the coaching responsibilities are not part of the employee's regular job functions (e.g. the employee has a supplemental contract for the coaching position), the employee may treat each position separately – meaning the employee may complete a semi-annual certification for the teaching position, while no federal time and effort record would be required for the coaching position. In a similar example, an employee works as a Title I teacher during the school day (charged to Title I) and an after-school federally funded teacher. Assuming the after school activities are not part of the employee's regular job functions, the employee may complete a semi-annual certification for Title I teaching position and a separate semi-annual certification for the other supplemental federal program.

Stipends –

Employees may be provided stipends to participate in activities such as professional development. Employees receiving such stipends for MPS sponsored activities may satisfy time and effort records by signing the sign-in and sign-out sheets provided at the activity.

Reconciliation –

It is MPS's practice to charge employee compensation costs to federal programs based on

PYR 102 Time Keeping Procedure Page **4** of **5**

143

budget estimates that reasonably approximate how an employee will work during the year. The MPS back office service provider will reconcile payroll charges to the time and effort reflected in employee time and effort records at least quarterly. If any MPS staff or back office service provider staff identifies a variance between how an employee's salary was charged and how the employee actually worked, MPS Finance staff will review and adjust its payroll charges so that the amount charged to federal funds reflects the employee's actual time and effort. MPS will perform the reconciliation quarterly.

In-Kind Contributions and Matching –

Employees who are paid with non-federal funds that will be used to meet a federal match requirement (also known as in-kind contributions) must comply with the same time and effort reporting requirements as employees who are paid with federal funds. In other words, employees paid with matching funds who work on a single cost objective must complete a semi-annual certification in accordance with the procedures in section b. Employees paid with matching funds who work on multiple cost objectives must complete a personnel activity report in accordance with the procedures in section c.

Document Retention –

Time and effort records must be maintained for a period of five (5) years.

TRAINING

MPS will provide training on this procedure to all staff involved in federal programs such as:

- Distribution of federal laws, regulations and guidance
- Distribution of MPS policies and procedures
- Developing templates, checklists and other guidance documents as appropriate
- Internal training sessions
- Routine staff meetings and
- Informal technical assistance

Accounting Policies, Procedures and Forms Revision History:

Revision	Date	Description of changes	Requested By
0	1/17/19	Initial Release	Nanie Montijo, CFO

PYR 102 Time Keeping Procedure Page **5** of **5**

144

Accounting Policies, Procedures and Forms

SOP # INV101 Revision: 1　　　　　　　**Prepared by: Central Office**
Effective Date: 9/5/17　　　　　　　　**Approved by: BOD**

Title:　　　　**INV101 FIXED ASSET CONTROL AND LEASES**

Policy:　　　Proper control procedures will be followed for all capital asset acquisitions, transfers and dispositions in order to provide internal control of capital equipment and to assist in reporting.

Purpose:　　To outline the procedures for acquiring, disposing and maintaining control of capital assets. This is particularly important for assets purchased with grant program dollars where the grantee may want the equipment returned at the end of the program.

Scope:　　　This procedure applies to all equipment with a value of $500 or more and furniture a value of $5,000 or more.

Responsibilities:

School Principals are responsible and accountable for furniture, equipment, machinery and any other assets in their schools. An automated fixed asset tracking system will be implemented for tracking and tagging assets to be inventoried.

Definitions:

Capitalized Equipment: All furniture and equipment costing $5,000 or more each should be recorded in the fixed assets inventory system and depreciated annually.

If purchased in bulk over the $5,000 threshold, these items may also be deemed capitalized. For capital assets that are acquired as a "group purchase" whose individual acquisition cost is less than the $5,000 threshold, it will be capitalized if the aggregate amount is $5,000 or above. A "group purchase" is defined as an acquisition of 5 or more units at of the same, identical item being made using a single requisition. In addition, the purchase of the assets serves a specific location or objective. For example, a decision is made to upgrade a computer lab. This will require 10 new computers located in a single area. Individually the computers cost $1,000; however, the aggregate cost of the 10 computers will be $10,000. The purchase is capitalized as a group purchase.

Non-Capitalized Equipment: No equipment costing less than $5,000 each should be depreciated. However, non-capitalized equipment that is motorized, electronic, or computerized should be added to the fixed assets inventory system for fiduciary purposes only so that its existence can be verified during the annual physical inventory process.

Furniture: No furniture items costing less than $5,000 each should be added to the fixed assets inventory system or depreciated

INV101 Fixed Asset Control and Leases　　　　　　　　　　page 1 of 10

145

Deleted: ¶

Deleted: ¶

Accounting Policies, Procedures and Forms

Procedure:

1.0 ACQUISITIONS

1.1 All purchases of furniture and equipment as defined above must be tagged and included in the inventory listing.

See PUR102 for the procurement process to be followed.

1.2 Any internally constructed or donated equipment will be reported to Finance Team if the item cost has a value of $5,000 or more. A complete description of the property, date manufactured or received, number of items, cost or estimated value and a statement that it was internally constructed or donated will be included in the report.

1.3 To maintain proper segregation and control upon termination of any employees, any employee owned tools, equipment or furniture brought on the Organization premises will be reported to the School Principal. The report should include the employee's name, description of items, identification numbers, if any, and reason for using the asset.

2.0 DISPOSITIONS

2.1 Assets may be sold or traded-in on new equipment. An example INV103 Ex1 ASSET DISPOSITION form or updating of Excel workbooks is to be completed and approved by the School Principal. Any assets with an original value greater than $5,000 will also require the Chief Financial Officer's approval.

Upon approval, the school may advertise the property for sale or submit a list to purchasing for sale and disposition. After completion of the sale, an example INV103 Ex2 BILL OF SALE provided below will be issued and the ASSET DISPOSITION form will be submitted to Finance Team who will ensure deletion of the item from the asset records and submit paperwork to back-office provider to record any gain or loss on the disposition.

2.2 Worn-out or obsolete property with no cash value will be reported to Finance Team on the Asset Disposition form with the description, serial number and condition. Finance Team will inspect all worn-out of obsolete property before it is removed from the school and discarded. The asset will then be removed from the asset records.

2.3 Any asset that is missing or has been stolen will be reported in writing to the School Principal and Finance Team as soon as possible. The description, serial number, and other information about the lost item should be included in the report.

Accounting will determine the proper course of action and will notify the company's insurance carrier and any outside authorities if deemed appropriate. If un-recovered, the asset will then be removed from the asset records.

2.4 Inter-school transfers of assets will be reported to Accounting in writing including the description, serial number and the name of the school to receive the property.

The School Principal to whom the item was assigned originally will be held accountable until accounting is notified of the transfer. After being notified, the School Principal acquiring the property assumes responsibility. Accounting will then record the inter- school transfer on the asset records.

INV101 Fixed Asset Control and Leases   page 2 of 10

146

3.0   ASSET RECORDS

3.1   Upon any asset acquisition, Accounting is responsible for assigning and attaching asset number tags to the property where it can be readily located.

Accounting will then maintain a detailed listing of each fixed asset item which will include the description, date acquired, vendor, cost basis, assigned school and location. On an annual basis, accounting will furnish each school a report showing a listing of assets assigned to that school and any acquisitions, disposals and transfers during the past year. Any discrepancies must be communicated to Finance Team by June 30th of each year . This report should be filed by the School Principal for reference and later use.

3.2   A physical count will be taken at each site every two years or as needed.

3.3   Each school will be responsible for locating assets with its number tag attached that are recorded as assigned to their school whenever requested by Accounting, a county property tax auditor or the company's external auditors.

3.4   Whenever a change in School Principal occurs, all items should be accounted for by the outgoing School Principal. The incoming School Principal will accept the responsibility and accountability for the school asset listing upon assuming the position. Accounting can assist with this audit if requested.

4.0   LEASED OR OWNED VEHICLES

4.1   The safety and comfort of MERF employees, parents and Board members is of utmost importance. Therefore, MERF has established a policy whereby vehicles, whether leased or purchased, will be retained for a maximum of 100,000 miles or 8 years, whichever is less. The Finance Team will establish a mileage log to ensure vehicles are properly planned and replaced on schedule. Any individual that is assigned a vehicle shall be responsible for maintaining the mileage log and working with the Finance Team in complying with the replacement requirements of this policy.

4.2   A mileage log will be retained for each vehicle and all users will note the beginning and ending mileage for all trips. This log will be provided to the designated driver upon pickup of keys for use of a vehicle. Under no circumstances may an employee retain the keys or mileage log overnight unless on an authorized, extended trip requiring overnight accommodations. All keys will be returned to the administrative office or central kitchen upon completion of the day's authorized trips.

4.3   The Finance Team will ensure that all vehicles are taken to an authorized vendor for maintenance and service. All vehicles will receive appropriate oil changes on a minimum 5,000 mile schedule. Tires will be rotated at the same time and tires will be replaced after 50,000 miles (or sooner) if believed to be worn beyond prudent safety levels.

4.4   The Finance Team will submit RFPs to authorized vehicle dealers and service vendors on an annual basis. All vehicles will be serviced by the same designated vendor(s) for this annual contract period. The only exception will be for vehicles, newly purchased or leased, which provide for free maintenance and service as part of its warranty period or any special arrangements made as part of the purchase or lease of the vehicle.

Deleted: ¶

INV101 Fixed Asset Control and Leases   page 3 of 10

147

Accounting Policies, Procedures and Forms

4.5   Designated drivers must report any problems or issues identified, upon completion of their daily trip(s), to the Finance Team. A "Vehicle Report" must be completed and submitted to the Finance Team immediately upon return from any trip whereby a problem or issue is suspected or identified.

4.6   If any driver is involved in an accident, whether with another vehicle or not, the driver must complete an Accident Report form and submit the report form to the Finance Team immediately upon return to MERF. A copy of the report form and instructions for submitting the report and "what to do if involved in an accident" are included in the Exhibits section.

5.0   **LEASES**

5.1   Classification of Leases

It is the policy of MERF to classify all leases in which MERF is a lessee as either capital or operating leases. MERF shall utilize the criteria described in Statements of Financial Accounting Standards No. 13 in determining whether a lease is capital or operating in nature. Under those criteria, a lease shall be treated as a capital lease if, at the time of entering into the lease, any of the following factors are present:

1. The lease transfers ownership to MERF at the end of the lease term;

2. The lease contains a bargain purchase option;

3. The lease term is equal to 75% or more of the estimated economic life of the leased property; or

4. The present value of the minimum lease payments is 90% or more of the fair value of the leased property (using, as the interest rate, the lesser of MERF's incremental borrowing rate or, if known, the lessor's implicit rate).

All leases that do not possess any of the four preceding characteristics shall be treated as operating leases. In addition, all leases that are immaterial in nature shall be accounted for as operating leases.

MERF shall also maintain a control list of all operating and capital leases. This list shall include all relevant lease terms.

Deleted: ¶
¶
¶

INV101 Fixed Asset Control and Leases   page 4 of 10
148

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	2/14/17	Revise to clarify process	
2	9/5/17	Revision to clarify processes and positions	
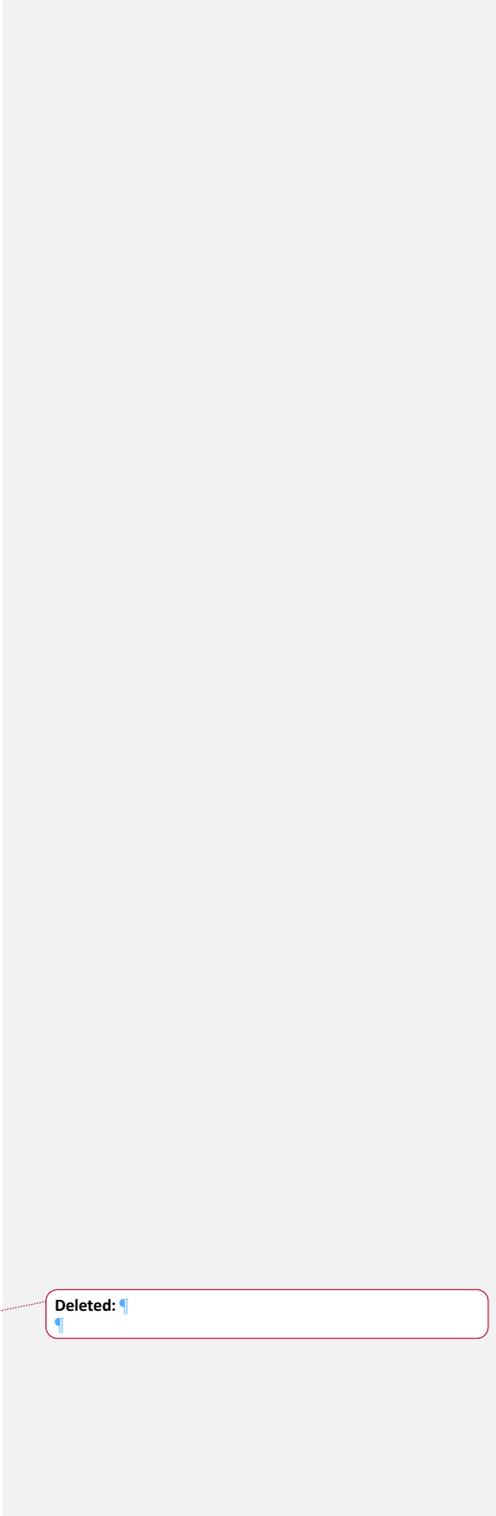
Deleted: ¶
¶

INV101 Fixed Asset Control and Leases

page 5 of 10

149

[This page intentionally left blank]

Deleted: ¶

INV101 Fixed Asset Control and Leases

page 6 of 10

150

INV103 Ex1 ASSET DISPOSITION FORM

Date:_____ Requested By: _____

School:_____

Reasons   for   Disposition:_____

_____

Description	Serial Number	Date Purchased	Original Cost	Net Book Value	Expected Or Actual Proceeds	Gain or Loss

Principal:_____ Date:_____ Chief

Financial Officer:_____ Date:_____

Deleted: ¶

Deleted: _

INV101 Fixed Asset Control and Leases   page 7 of 10

151

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

INV101 Fixed Asset Control and Leases   page 8 of 10

152

Accounting Policies, Procedures and Forms

INV103 Ex2 BILL OF SALE

This Bill of Sale is made on (PURCHASE DATE) between (STORE or COMPANY NAME) , a (STATE) Corporation, with its principal place of business at (COMPANY ADDRESS) ("Seller") and (BUYER'S CONTACT INFORMATION) , ("Buyer").

In exchange for the payment of (DOLLAR AMOUNT) Dollars that has been received, the Seller sells, assigns and transfers all of its right title and interest in the (ASSET SOLD) (the "Goods").

The Seller warrants that it owns the Goods and that it has the Authority to sell the Goods to the Buyer. The Seller further warrants that the Goods are free and clear of all liens, indebtedness, or liabilities. The Seller also warrants that all of the Goods are in good working condition as of the date transferred.

I have carefully reviewed this Bill of Sale and agree to and accept its terms and conditions. I am executing this Bill of Sale as of the day and year first written above.

Seller: Buyer:

_____   _____
NAME   NAME
Owner
COMPANY NAME

INV101 Fixed Asset Control and Leases   page 9 of 10

153

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶

INV101 Fixed Asset Control and Leases   page 10 of 10

154

Accounting Policies, Procedures and Forms

SOP # INV102 Revision: 1   **Prepared by: Central Office**
Effective Date: 11/12/15   **Approved by: BOD**

Title: **INV102 FIXED ASSET CAPITALIZATION & DEPRECIATION**

Policy: Asset acquisitions with a useful life expectancy of greater than one year and with a minimum threshold amount as specified by the Chief Financial Officer should be capitalized by the Organization and depreciated.

Purpose: The purpose of this procedure is to delineate the capitalization and depreciation methods for various asset groups.

Scope: All acquisitions of capital assets for the Organization.

Definitions: Capitalization - Capitalization is the method chosen to record the purchase of a fixed asset on the Organization's accounting books. If an asset is capitalized then it is not expensed in the same year the asset is purchased. Instead the asset is generally recorded on the balance sheet and individually on an asset schedule. Examples of capital expenditures are purchases of land, buildings, machinery, office equipment, leasehold improvements and vehicles. The asset is expensed each year as depreciation.

Depreciation - is an annual income tax deduction that allows the write-down or write-off of the cost of the asset over its estimated useful life to recover the cost or other basis of certain property over the time the property is used. It is an allowance expense for the wear and tear, age, deterioration, or obsolescence of the property.

As an asset ages and is used by the Organization, its value declines. It, in effect, becomes worth less and less over time. The declining value or usefulness of the asset over time is represented as a discount that is applied to the original purchase price. At the end of the asset's depreciation period, (and/or useful life), its value on the balance sheet will be zero, or fully-depreciated. At the same time, the individual depreciation expenses will have all been recorded on the income statement.

Note: Land is not depreciated because land does not wear out, become obsolete, or get used up. But, the building on the land is depreciated. Land is generally viewed as an appreciating asset while all other capital assets are generally viewed as depreciating over time, with use. But, unlike depreciation, an asset's appreciation is not recorded on the books until the asset is sold, which is when the assets appreciation is realized.

Cost basis – The total amount paid for the asset, in cash or kind, is considered the "cost-basis". This should include all charges relating to the purchase, such as the purchase price, freight charges and installation, if applicable. The cost basis is not the market value or list price of the

INV102 Fixed Asset Capitalization & Depreciation   page 1 of 5

155

Accounting Policies, Procedures and Forms

asset. It is the total amount invested in the purchase or the total amount paid.

Procedure:

1.0   CAPITALIZATION

1.1   All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records.

Bulk computer, software, and other technology purchases with an aggregate value of $25,000 or more are captured as capitalized fixed assets regardless of individual price of item.

In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000. Depreciation or amortization is computed on the straight-line basis over the useful lives of the assets.

Any asset that does not meet the above criteria will be expensed such as small tools and equipment or repairs and maintenance.

1.2   The cost basis of furniture and equipment assets will include all charges relating to the purchase of the asset including the purchase price, freight charges and installation if applicable.

1.3   Leasehold improvements including painting are to be capitalized if they relate to the occupancy of a new office or a major renovation of an existing office or site. Expenditures incurred in connection with maintaining an existing facility in good working order should be expensed as a repair.

1.4   The cost of buildings should include all expenditures related directly to its acquisition or construction. This cost includes materials, labor and overhead incurred during construction, and fees, such as attorney's and architect's and building permits.

1.5   Maintain proper files on the details to all acquisitions, expenditures, and maintenance performed on all assets. These records are vital for proper tax preparation and are used during yearly tax reporting and planning.

2.0   DEPRECIATION

2.1   The depreciation methods/lives for assets must be selected at the time the asset is first placed into service in order to ensure consistent financial reporting and tax compliance.

The Organization uses the straight-line method of depreciation.

The following represents a sample of the useful lives that the Organization may use for financial reporting purposes:

INV102 Fixed Asset Capitalization & Depreciation   page 2 of 5

156

Accounting Policies, Procedures and Forms

Asset Class	Examples	Estimated Useful Life in Years
Land		N/A
Site improvements	Paving, flagpoles, retaining walls, sidewalks, fencing, outdoor	20
Buildings		20 - 50
HVAC systems	Heating, ventilation, and air systems	10 - 20
Roofing		20
Interior construction	Leasehold improvements	20 - 25
Carpet replacement		7
Electrical/plumbing		30
Sprinkler/fire system	Fire suppression systems	25
Outdoor equipment	Playground, radio towers, tanks	20
Machinery & tools	Shop & maintenance equipment,	3 - 15
Custodial equipment	Floor scrubbers, vacuums, other	7 - 15
Furniture & accessories	Classroom & other furniture	10 - 20
Business machines	Fax, duplicating & printing	3 - 10
Copiers		3 - 10
Communication equipment	Mobile, portable radios	3 - 7
Computer hardware	PCs, printers, network hardware	3 - 5
Computer software	Instructional, other short-term	5 to 10
Computer software	Administrative or long-term	10 to 20
Audio visual equipment	Projectors, cameras (still & digital)	5 - 10
Athletic equipment	Wrestling mats, weight machines	7 - 10
Library books	Collections	5 to 7
Licensed vehicles	Buses, other on-road vehicles	5 - 10

2.2   The lowest life permitted by tax regulations for asset classes should be selected to optimize depreciation deductions.

2.3   Regardless of the depreciation rate required an Organization can elect to use a different method for financial statement purposes. Such method should be justified based on the expected useful life of the asset.

2.4   Depreciation will be recorded in the accounting system at the end of the fiscal year.

INV102 Fixed Asset Capitalization & Depreciation   page 3 of 5

Deleted: ¶

Deleted: -------------------Page Break-------------------

157

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	11/12/15	Revision of capitalization policy relating to technology aggregate purchases	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

Deleted: ¶
¶

INV102 Fixed Asset Capitalization & Depreciation   page 4 of 5

158

Accounting Policies,
Procedures and Forms

INV102 Fixed Asset Capitalization &
Depreciation

page 5 of 5

159
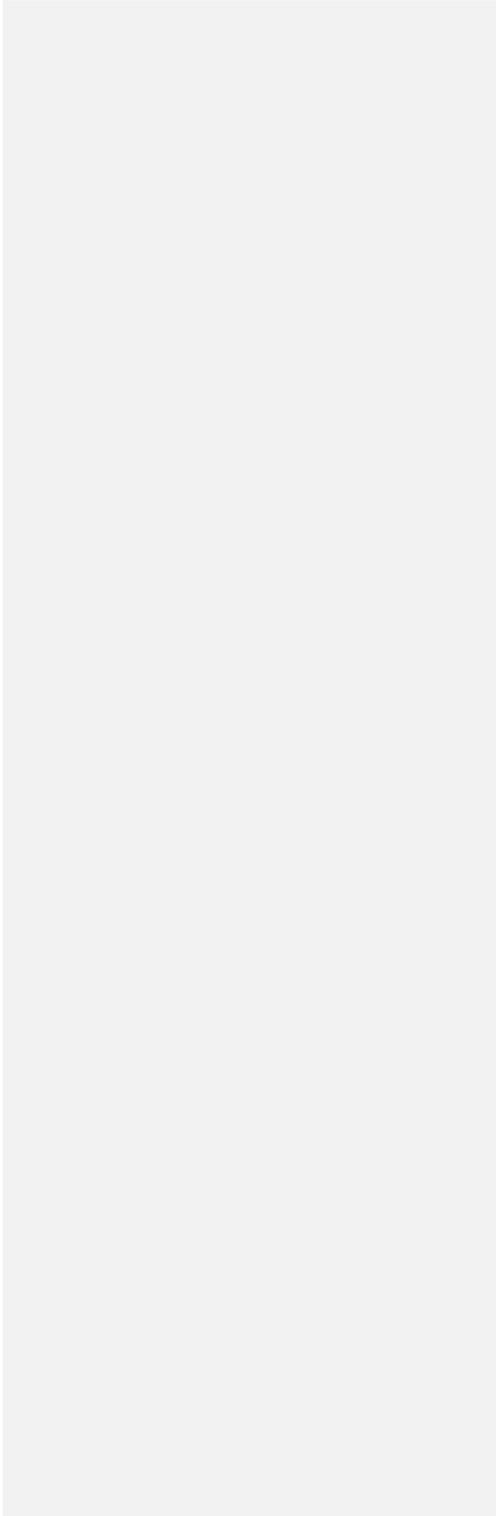
SOP # IVT101
Revisions: 0
Effective Date:
6/14/17

Prepared by: Central Office
Approved by: BOD

Title: **IVT101 INVESTMENTS**

Policy: This policy establishes procedures to govern the investment of funds held by Magnolia Public Schools ("MPS" or the "Charter School"). This policy is based upon federal, state and local laws and regulations, and prudent money practices. To the extent that this policy conflicts with state or federal law, the applicable law shall prevail.

Purpose: MPS' primary investment objective shall be to maintain the safety and liquidity of its funds. Safety of principal is the foremost objective of MPS. The primary objectives of MPS investment activities shall be, in order of priority:

1. **Safety**. The safety of principal is the foremost objective of MPS's investment program. MPS's investments shall be undertaken in a manner that shall preserve MPS's capital.

2. **Liquidity**. MPS's secondary objective shall be to meet its liquidity needs. The investment portfolio shall maintain sufficient liquidity to enable MPS to meet necessary cash flow and operating requirements which might be reasonably anticipated.

3. **Yield**. The investment portfolio shall be designed with the objective of attaining a market rate of return over the course of budgetary and economic cycles, taking into account the investment risk, constraints and the cash flow characteristics of the portfolio.

4. **Maintaining the Public's Trust**. The investment officers shall seek to act responsibly as custodians of the public trust and shall avoid any transaction that might impair public confidence while conforming to all applicable statutes and regulations governing the investment of public funds.

5. **Mitigating Credit Risk and Market Risk.** Credit risk shall be mitigated by diversifying the fund among issues and issuers so that the failure of any one issue or issuer would not result in a significant loss of income or principal to participants. Because longer-term securities generally have greater market risk than shorter-term securities, market risk will be mitigated by establishing a maximum weighted average maturity or duration for the portfolio. Occasional market losses on individual securities are inevitable with active portfolio management and must be considered within the context of the overall investment return.

Scope: It is recommended that MPS mirror the intent of California Education Code Section 41015, and invest all or part of funds deposited in a Special Reserve Fund, or any surplus monies not required for the immediate necessities of MPS in any of

160

the investments specified in California Government Code Sections 16430 or 53601. Special Reserve Funds are hereby defined as those funds, which the Board has designated for capital outlay, or other purposes, where an accumulation over a period of fiscal years is desired.

MPS shall make investments following the guidelines of the Uniform Prudent Investor Act. (Probate Code Section 16045, *et seq.*)

This Policy covers all funds and investment activities under the direct authority of MPS. The proceeds obtained from the issuance of bonds shall be invested in accordance with the applicable bond documents. If the bond documents are silent as to the investment of the proceeds, the bond proceeds will be invested in the securities permitted by this Policy.

COMPLIANCE WITH STATE AND FEDERAL SECURITIES LAWS

MPS will take reasonable steps to ensure that any debt offering issued by MPS complies fully with all applicable state and federal securities laws. In connection with all debt offerings issued by MPS, MPS will retain bond counsel and disclosure counsel to review the offering materials prepared in connection with the debt offering to ensure that disclosures contained in offering materials comply with federal and state securities laws. MPS has implemented procedures to ensure MPS maintains compliance with continuing disclosure requirements. The Chief Executive Officer shall be responsible for reviewing the offering materials regarding the accuracy of information disclosed in such materials.

CHANGES TO INVESTMENT POLICY

This Policy will be reviewed, as needed, to ensure its consistency with the objectives of income, growth and safety, and changes in applicable laws and financial trends. Any proposed amendments to the Investment Policy will require approval by the MPS Board of Directors. This Policy and modifications to it must be approved by the Board of Directors at a public meeting.

COMPLIANCE WITH INVESTMENT POLICY

All outside investment advisors/managers, attorneys and other financial professionals employed or retained by MPS and/or its representatives, including without limitation financial advisors, underwriters, bond counsel, and disclosure counsel, must review this policy and confirm that they have reviewed this Investment Policy and will fully comply with these policies.

Responsibilities:

DELEGATION OF AUTHORITY

Management responsibility for the investment program is hereby delegated by the Board of Directors to the CEO and the Oversight Committee, as deemed appropriate or necessary, who shall thereafter assume full responsibility for those transactions until the delegation of authority is revoked. The Board of Directors may review and renew the delegation of authority each year. The CEO may delegate the day-to-day operations of investing to his/her designee(s) but not the

161

responsibility for the overall investment program. The CEO and/or his/her designee(s) shall make all investment decisions and transactions in strict accordance with state law and with this Policy.

If authorized by the Board of Directors, the CEO and Oversight Committee may utilize an external investment advisor to assist with investment decision-making and trade execution authority. The investment advisor shall be under the supervision of the approved Oversight Committee and shall follow this Policy and such other written instructions as are provided.

The CEO, his/her designee(s) and/or Oversight Committee, acting in accordance with written procedures and policies and exercising due diligence, shall be relieved of personal liability for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and appropriate action is taken to control adverse developments.

The Board of Directors shall ensure that its fiduciary responsibilities concerning the proper management of MPS' funds are fulfilled through appropriate investment structure, internal and external management, consistent with all policies and procedures. Based on the advice and recommendations of the CEO and Oversight Committee.

The CEO and Oversight Committee are not held liable for less than desirable outcomes, rather, they are responsible only for adherence to procedure and processes. The CEO and Oversight Committee is responsible for the development, recommendations, implementation and maintenance of all investment policies.

Procedure:

INTERNAL CONTROLS

The CEO and Oversight Committee shall establish a system of written internal controls to regulate MPS's investment activities, including the activities of any subordinate officials acting on behalf of MPS. Procedures should include references to individuals authorized to execute transactions or transfers, safeguard agreements, (including repurchase agreements, wire transfer agreements, collateral/depository agreements), and banking services contracts, as appropriate. As part of the annual audit, MPS's external auditor will perform a review of investment transactions to verify compliance with policies and procedures. The Oversight Committee will sign off on internal control procedures as appropriate.

The controls shall be designed to prevent loss of public funds due to fraud, employee error, and misrepresentation by third parties, unanticipated market changes or imprudent actions by employees of the Charter School. The Charter School shall seek to maintain a debt burden factor of 1 - 2% of the Charter School's unrestricted general fund revenues.

AUTHORTIZED FINANCIAL INSTITUTIONS AND DEALERS

It shall be MPS' policy to purchase securities only from authorized institutions and firms. The CEO and Oversight Committee shall maintain a list of authorized

162

broker/dealers and financial institutions that are approved for investment purposes. MPS shall use at least one authorized broker/dealer to advise MPS on investments.

No deposit of public funds shall be made except in a qualified public depository as established by state laws. If an external investment advisor is authorized to conduct investment transactions on behalf of MPS, the investment advisor may use its own list of approved broker/dealers and financial institutions for investment purposes consistent with MPS' policies and existing laws.

For broker/dealers of government securities and other investments, MPS shall select only broker/dealers who are licensed and in good standing with the California Department of Securities, the Securities and Exchange Commission, the Financial Industry Regulatory Authority and/or other applicable self-regulatory organizations. Any permitted investment shall be purchased either from a "primary" or regional broker/dealer qualifying under SEC Rule 15c3-1 (uniform net capital rule) or a "well capitalized" financial institution, as defined in Title 12 of the Code of Federal Regulations ("CFR") Part 6.4.

Before engaging in investment transactions with a broker/dealer, the CEO and Oversight Committee shall have received from said firm a signed Certification Form. This form shall attest that the individual responsible for MPS's account has reviewed MPS's Investment Policy and that the firm understands the policy and intends to present investment recommendations and transactions to MPS that are appropriate under the terms and conditions of this Investment Policy. Any broker, brokerage, dealer or securities firm that has made a contribution to the Charter School, any member of the Board of Directors, or any candidate for those offices is ineligible for selection by the Charter School.

AUTHORIZED AND SUITABLE INVESTMENTS

In making any decision relative to the investment of funds, each of the following factors must be considered, and properly documented:

1. General economic conditions,
2. Expected tax consequences, if any, of investment decisions or strategies,
3. Expected total return from the income and appreciation of investments,
4. Other resources of the organization,
5. The needs of the organization and the fund to make distributions and preserve capital.

INVESTMENT TYPE DESCRIPTIONS

Investments not specifically listed below are prohibited. Consistent with the requirements of law and this Investment Policy, the Charter School may place orders for the execution of transactions with or through such broker/dealers, banks or counterparties as may be selected from time to time. All securities must be U.S. dollar denominated. To the extent consistent with the objectives stated above, the investment restrictions outlined below, and the investment limitations specified herein, the Charter School may invest in the following areas.

State and Local Agencies. Registered treasury notes or bonds of this or any of the

163

other forty- nine United States, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by a state or by a department, Board of Directors, agency, or authority of this state or any of the other forty-nine United States.

Bonds, notes, warrants, or other evidences of indebtedness of any local agency within this state (including MPS), including bonds payable solely out of the revenues from a revenue- producing property owned, controlled, or operated by the local agency, or by a department, Board of Directors, agency, or authority of the local agency.

United States Treasury Issues. United States Treasury notes, bonds, bills, or certificates of indebtedness, or those for which the faith and credit of the United States are pledged for the payment of principal and interest.

U.S. Agencies (Federal Agency Obligations). Federal Agency or United States government- sponsored enterprise obligations, participations, or other instruments, including those issued by or fully guaranteed as to principal and interest by federal agencies or United States government- sponsored enterprises.

Supranationals. Supranational organizations are international financial institutions that are generally established by agreements among nations, with member nations contributing capital and participating in management. Supranational bonds finance economic and infrastructure development and support environmental protection, poverty reduction, and renewable energy around the globe. MPS may purchase the United States dollar denominated senior unsecured unsubordinated obligations issued or unconditionally guaranteed by the International Bank for Reconstruction and Development, International Finance Corporation, or Inter- American Development Bank.

Bankers' Acceptances. Bankers' acceptances otherwise known as bills of exchange or time drafts that are drawn on and accepted by a commercial bank. Purchases of bankers' acceptances may not exceed 180 days maturity. Eligible bankers' acceptances are restricted to issuing financial institutions with short-term debt rating of at least "A-1," or its equivalent, by a nationally recognized statistical rating organization (NRSRO) or a long-term rating of not less than "A" from a NRSRO.

Commercial Paper. Commercial paper rated the highest ranking or of the highest letter and number rating as provided for by a NRSRO. Eligible commercial paper shall be of 'prime' quality of the highest ranking. The commercial paper shall not exceed 270 days maturity. The entity that issues the commercial paper shall meet all of the following conditions in either paragraph (a) or paragraph (b):

a) Has total assets in excess of five hundred million dollars ($500,000,000), is organized and operating within the United States as a general corporation, and has debt other than commercial paper, if any, that is rated "A" or higher by a NRSRO.
b) Is organized in the United States as a special purpose corporation, trust, or limited liability company, has program-wide credit enhancements including, but not limited to overcollateralization, letters of credit or a surety bond, has commercial paper that is rated "A-1" or higher, or the equivalent, by a NRSRO.

Split ratings (i.e. A2/P1) are not allowed.

164

Placement Service Deposit. Deposits placed through a deposit placement service shall meet the requirements under Government Code Section 53601.8. The full amount of the principal and the interest that may be accrued during the maximum term of each deposit shall at all times be insured by federal deposit insurance.

Negotiable Certificates of Deposit. Negotiable certificates of deposit (NCDs) issued by a nationally or state-chartered bank, a savings association or a federal association, a state or federal credit union, or by a federally licensed or state-licensed branch of a foreign bank. Purchases are limited to institutions which have long-term debt rated at least in the "A" category, or its equivalent, by a NRSRO, and/or have short-term debt rated at least "A-1," or its equivalent, by a NRSRO. NCDs may not exceed 5 years in maturity. In combination with placement service CDs, a maximum of 30 percent of the portfolio may be invested in this category. The amount invested in NCDs with any one financial institution in combination with any other securities from that financial institution shall not exceed ten percent of the portfolio. Quarterly, the Charter School will monitor custodial credit risk and report the outcome to the Board of Directors. All deposits are to be in FDIC insured institutions and will be reviewed as to the nature and extent of its present compliance with regulations, federal regulatory requirements, profitability/loss trend, liquidity and capital ratios.

Repurchase Agreements. Investments in repurchase agreements for the purpose of this Investment Policy Statement (as defined by section 53601(j) of the California Government Code) means a purchase of securities by the Charter School pursuant to an agreement by which the seller will repurchase the securities on or before a specified date and for a specified amount and will deliver the underlying securities to the Charter School by book entry, physical delivery, or by third party custodial agreement. Repurchase agreements are to be used as short-term investments not to exceed one year. The following collateral restrictions will be observed: Only United States Treasury securities or Federal Agency securities will be acceptable collateral. All securities underlying repurchase agreements must be delivered to MPS's custodian bank or be handled under a properly executed tri-party repurchase agreement. The total market value of all collateral for each repurchase agreement must equal or exceed 102% of the total dollar value of the money invested by MPS for the term of the investment.

Repurchase agreements are required to be collateralized by securities or cash authorized under California Government Code Section 53601(j)(2). Collateral will be held by an independent third party with whom the Charter School has a current custodial agreement. A clearly marked evidence of ownership (safekeeping/custody receipt) must be supplied to the Charter School and retained. The Charter School retains the right to substitute or grant substitutions of collateral. Investments in repurchase agreements may be collateralized by any securities authorized within this section. Agreements are subject to California Government Code Section 53601 and must comply with the delivery requirements and the maturity provision from Section 53601.

Medium-Term Notes. Medium-term notes defined as all corporate and depository institution debt securities with a maximum remaining maturity of five years or less, issued by corporations organized and operating within the United States or by depository institutions licensed by the United States or any state and operating within the United States. Purchases are limited to securities rated at least in the "A" category, or its equivalent, by a NRSRO.

165

Money Market Funds. Shares of beneficial interest issued by diversified management companies that are money market funds registered with the Securities and Exchange Commission that invests solely in U.S. Treasuries and Federal Agency obligations and repurchase agreements relating to such obligations

Mutual Funds. Shares of beneficial interest issued by diversified management companies that invest solely in securities and obligations authorized by this policy. The company shall have met either of the following criteria: (A) Attained the highest ranking or the highest letter and numerical rating provided by not less than two NRSROs, (B) Retained an investment adviser registered or exempt from registration with the Securities and Exchange Commission with not less than 5 years of experience managing money market mutual funds with assets under management in excess of five hundred million dollars ($500,000,000).

Local Government Investment Pools Joint Powers Authority (LGIP JPA.) Shares of beneficial interest issued by a joint powers authority organized pursuant to Government Code Section 6509.7. To be eligible for purchase, the pool must meet the requirements of California Government Code Section 53601(p), the pool must seek to maintain a stable Net Asset Value ("NAV"), and the pool must be rated at least "AAA," or its equivalent, by a NRSRO.

Mortgage- and Asset-Backed Securities. Any mortgage pass-through security, collateralized mortgage obligation, mortgage-backed or other pay-through bond, equipment lease-backed certificate, consumer receivable pass-through certificate, or consumer receivable-backed bond of a maximum of five years' maturity. Securities eligible for investment under this subdivision shall be issued by an issuer having at least an "A" rating, or its equivalent, for the issuer's debt as provided by a NRSRO and rated at least "AA", or its equivalent, by a NRSRO.

SAFEKEEPING AND CUSTODY

All deliverable security transactions entered into by MPS shall be conducted on a delivery- versus-payment (DVP) basis. To protect against potential losses by collapse of individual securities dealers, and to enhance access to securities, interest payments and maturity proceeds, all securities owned by MPS shall be held in safekeeping by a third party bank trust department, acting as agent for MPS under the terms of a custody agreement executed by the bank and by MPS. The only exception to the foregoing shall be depository accounts and securities purchases made with: (i) LAIF and government investment pools and, (ii) money market funds, since the purchased investments are not deliverable. Evidence of each these investments will be held by MPS.

MAXIMUM MATURITIES

The CEO and Oversight Committee shall maintain a system to monitor and forecast revenues and expenditures so that funds can be invested to the fullest extent possible. Maturities of investments will be selected to provide necessary liquidity, manage interest rate risk, and optimize earnings. Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds.

166

The maximum maturity of individual investments shall not exceed the limits set forth in the Authorized and Suitable Investments section. If the section does not specify a maturity limit, no investment shall have a remaining maturity in excess of five years from the date of purchase unless MPS has granted its express authority to make that investment either specifically or as a part of an investment program no less than three months prior to the investment.

INVESTMENT RESTRICTIONS

Credit Ratings
Credit ratings will be applied at the time of purchase of a security. A subsequent downgrade in a security's credit rating will not constitute a violation of the Investment Policy. Securities which are downgraded below the minimum acceptable rating levels must be reviewed for possible sale within a reasonable amount of time.

U.S. Government obligations are exempt from the credit rating requirements listed below.

The credit ratings referred to below must be assigned by one of the following NRSROs: Standard & Poor's Corporation ("S&P"), Moody's Investors Service, Inc. ("Moody's"), and Fitch Ratings ("Fitch").

a) Short-term debt ratings – (two of the following and not less than the following) "A-1" or "SP-1" (S&P); "P-1" or "MIG 1/VMIG 1 (Moody's); or "F1" (Fitch) Ratings.

Split ratings are not allowed, i.e. A-1/P-1/F2 or similar. An issuer of short-term debt must have no less than an "A" rating on long-term debt.

b) Long-term debt ratings – Investments purchased with remaining maturities of 397 days or less- shall be rated by at least two NRSROs and have obtained no less than an "A" rating by any.

Investments purchased with remaining maturities longer than 397 days– shall be rated by at least two NRSROs and have obtained no less than an "AA" rating by any. If an issuer of long-term debt has a short-term rating, then it may not be less than A-1/SP-1 or P-1/MIG1 or F1.

c) Repurchase Agreement counterparties shall have a minimum short-term rating, or counterparty rating, of no less than A-1 or equivalent by two NRSROs and have capital of not less than $500 million.

d) Any issuer that has been placed on "Credit Watch-Negative" by a NRSRO will be removed from our approved list unless the following criteria are met: The issuer has (a) an A-1+ or F1+ short-term rating; or (b) at least an AA or Aa2 long- term rating.

DIVERSIFICATION AND MATURITY RESTRICTIONS

It is the policy of the Charter School to diversify its funds. Investments are diversified to minimize the risk of loss resulting in over concentration of assets in a specific maturity, specific issuer, or a specific class of securities. Diversification strategies shall be established by the Charter School and periodically reviewed.

1. Authorized Investments

167

The following diversification limits will be applied at the time of purchase of a security.

Type of Investment	Cal. Gov. Code % of Funds Permitted	Cal Gov. Code Maximum Final Maturity
U.S. Treasury Securities	100%	5 Years
U.S. Government Agency Securities	100%	5 Years
Municipal Debt	100%	5 Years
Medium-Term Notes	30%	5 Years
Bankers Acceptances	40%, 30% of a single issuer	180 Days
Commercial Paper	40%, 10% of a single issuer	270 Days
Negotiable Certificates of Deposits	30%	5 Years
Repurchase Agreements	100%	1 Year
Mutual Funds	20%, 10% in a single fund	N/A
Investment Pools	100%	N/A

2. **Maturity**
The maximum maturity of any investment purchased will be five years with the exception of investments authorized by the Board of Directors to be invested in longer than five year maturities. For purposes of calculating final maturity, the earlier of final maturity date or mandatory put or tender option date will be used.

PROHIBITED TRANSACTIONS

At the time of purchase, all permitted investments shall conform in all respects with this Investment Policy, as may be amended from time to time. No investment prohibited by California Government Code shall be permitted herein.

Any investment transactions, credit risk criterion, percentage limitations or market valuation that are not in compliance with this Investment Policy and cannot be corrected without penalty at time of purchase must be documented and approved by the Charter School in writing as soon as possible. Thereafter, action shall be taken by the Charter School to correct such matter as soon as practical. If a percentage restriction is adhered to at the time of purchase, a later increase or decrease in percentage resulting from a change in values or assets will not constitute a violation of that restriction.

The following transactions are prohibited:

a) Borrowing for investment purposes ("Leverage").

168

b) Reverse Repurchase Agreements, as defined by California Government Code Section 53601(j)(3) and (j)(4) or otherwise.

c) Structured Notes (e.g. inverse floaters, leveraged floaters, structured certificates of deposit, equity-linked securities, event-linked securities). This includes all floating- rate, adjustable-rate or variable-rate securities in which a change in interest rates or other variables that can reasonably be foreseen to occur during their term would result in their market value not returning to par at the time of each interest rate adjustment.

Simple "floating rate notes," whose periodic coupon adjustment is based on a short-term (one-year or less) rate index (such as Treasury bills, federal funds, prime rate or LIBOR) and which have a reasonable expectation of maintaining a value of par at each interest rate adjustment through final maturity, are exempt from this definition. Additionally, U.S. Treasury and Agency zero coupon bonds, U.S. Treasury and Agency strips, Resolution Funding Corporation ("REFCORP") strips or other callable securities which otherwise meet the quality, maturity and percent limitations assigned to their respective security category, are exempt from this section.

d) Structured Investment Vehicles ("SIV").

e) Derivatives (e.g. options, futures, swaps, swap options, spreads, straddles, caps, floors, collars) shall be prohibited.

ETHICS AND CONFLICT OF INTEREST

The Charter School and all persons involved in the investment process shall refrain from personal business activity which could create a conflict with proper execution of the investment program, or which could impair the ability to execute impartial investment decisions. The Charter School and all treasury and investment personnel shall disclose to the Board of Directors any material financial interests in financial institutions, broker dealers and vendors ("outside entities") and shall disclose any material financial investment positions in such outside entities.

PERFORMANCE STANDARDS

The investment portfolio shall be designed with the objective of obtaining a market rate of return throughout budgetary and economic cycles, commensurate with the investment risk constraints and the cash flow needs, but focusing on preservation of capital and then liquidity as the most important objectives, with yield as the least important objective.

The Charter School's investment strategy is to actively manage the portfolios to create less risk than a benchmark comparable index and to use economies of scale to invest and administer the program at a reasonable cost. Given this strategy, the basis used by the Charter School to determine whether market yields are being achieved shall be the indices most comparable to the fund, such as money rate data published in Barron's, The Wall Street Journal, Bloomberg, etc. or other bond fund indices. The standards enumerated herein do not constitute a guarantee of the fund's performance.

Revision History:

Revision	Date	Description of changes	Requested By

169

	3/09/17	Initial Release	
	6/14/17	Legal review and revision	

170

Accounting Policies, Procedures and Forms
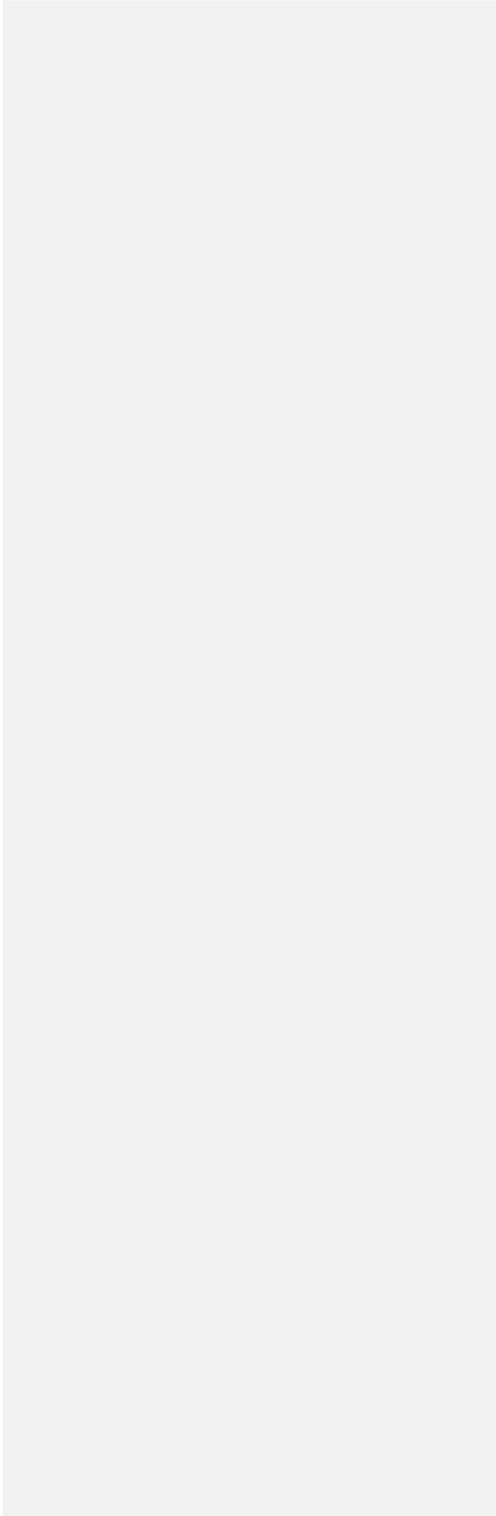
SOP # REV101 Revision: 2   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **REV101 SALES RECEIPT PROCESSING**

Policy: To ensure the most accurate process for billing for services, sales receipts will
                    be properly evaluated and approved prior to entry into the accounting system.

Purpose: This procedure outlines the activities and responsibilities involved in
                    verifying the acceptability of all sales receipts.

Scope: These procedures are to be followed for all sales receipts.

Responsibilities:

                    Back-office provider approves sales receipt documentation.

Procedure:

1.0   DOCUMENT VERIFICATION

1.1   Sales Receipts are often used for Parenting Fees and other similar fees. Verify that
          all of the correct documents have been used and are present to support the sales
          receipt transaction. The following documents are required to complete the Sales
          Receipt transaction:

          • Document identifying what the money collected is for

          • Approval or authorized signature for the course

          • Customer, parent, or other correspondence or support documentation, etc

          • Complete the Back-office provider Deposit Log

1.2   Verify that all required information is available to complete the sales receipt.

1.3   Review the customer's Accounts Receivable aging and determine that the
          customer is current with their payments and that the new sales receipt will not
          affect their balance.

REV101 Sales Receipt Processing   page 1 of 2

Deleted: ¶
--------------------------------------Page Break--------------------------------------

171

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

Deleted: ¶
¶
¶

REV101 Sales Receipt Processing   page 2 of 2

172

Accounting Policies, Procedures and Forms

SOP # REV102 Revision: 2   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **REV102 INVOICING, ACCOUNTS RECEIVABLE,**
                   RECEIVABLE ACCRUALS

Policy: The Finance Department is responsible for the timely preparation and distribution of invoices to optimize cash flow and customer payments. The Finance Department with the support of Back-office provider will also maintain accurate records over Accounts Receivables and Accruals and abide by proper internal controls.

Purpose: To explain the methods for the preparation of invoices, accounts receivable, and receivable accruals records processing.

Scope: This procedure applies to all revenue earned and services provided by the company.

Procedure:

1.0   **SALES RECEIPT REVIEW**

1.1   A formal invoice is not always applicable such as when service fees are collected for items such as Parenting.

1.2   The SALES RECEIPT should contain all pertinent billing information as part of the company's sales receipt procedure. However, as part of proper internal control, Billing will verify the information contained on the customer's sales receipt documentation.

As part of this review process, the propriety and accuracy of contact information, prices, description of services, extensions and footings will be determined.

2.0   **INVOICE PREPARATION AND POSTING**

2.1   The next sequentially numbered Invoice (see example REV102 Ex1 INVOICE) will be prepared from the information from the Federal, State, or Local Grant or Contract Language including all reimbursable costs and will include the invoice date, service item, description of services or billing information, quantity, rate, class or program code, price and extended amounts and the customer's billing addresses.

2.2   Post the invoice by saving the transaction.

3.0   **DISTRIBUTION**

3.1   Send one copy of the invoice to the customer and retain a second copy of the invoice in the customer file.

4.0   **ACCOUNTS RECEIVABLE**

4.1   Accounts Receivable will receive and process payments from customers in accordance with the CASH RECEIPTS procedure.

Deleted: ¶

6   REV102 Invoicing, Accounts Receivable, Receivable Accruals   page 1 of 6

173

Accounting Policies, Procedures and Forms

6.0 On a monthly basis, Accounts Receivable will generate an aged trial balance of customers' accounts with individual invoice information and days outstanding and will forward to Finance Manager and Chief Financial Officer for their follow up on any aged invoices.

6.1 Accounts Receivable will generate monthly statements of outstanding customers' accounts and issue them to customers no later than 10 days after each month end.

6.2 Accounts Receivable will issue Credit Memos to customers upon receipt of approved changes in the terms.

5.0 RECEIVABLE ACCRUALS

5.1 Monthly receivable accruals are at the discretion of the Chief Financial Officer and the Finance Manager when those amounts are reasonably known and quantifiable. Fiscal year end receivable accruals are required to be quantified and recorded no later than August 15th.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back office service provider	Oswaldo Diaz , CFO

Accounting Policies, Procedures and Forms

REV102 Ex1 INVOICE

INVOICE NO. _____

CUSTOMER:

Item	Description			Qty	Rate	Class	Amount

Total

Deleted: ¶
¶
¶
¶
¶

175

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶

Accounting Policies, Procedures and Forms

Deleted: ------------------------------Page Break------------------------------

REV102 Ex 2 ACCOUNTS RECEIVABLE WRITE-OFF AUTHORIZATION

Customer: Date:

Invoice No's: **Amount of Write-Off**

                                                    TOTAL $

JUSTIFICATION

Summary of Collection Actions To Date:
 (Include brief description of collection actions taken by accounting, other Company departments and outside collection agency or legal, if applicable)

Approvals:

Credit Manager:_____   Date:_____

Controller:_____   Date:_____

Deleted: ¶
¶
¶
¶

REV102 Invoicing, Accounts Receivable, Receivable Accruals   page 5 of 6

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

REV102 Invoicing, Accounts Receivable, Receivable Accruals   page 6 of 6

178

Accounting Policies, Procedures and Forms

SOP # REV103 Revision: 2   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **REV103 PROJECT(Grant/Contract) REVENUE: PROGRESS
                    BILLING**

Policy: Progress billings will be made to clients on a timely basis throughout the
                    life of the project. Projects are typically considered Federal, State, and
                    Local Grant contracts. These billings will be accurate and easily
                    understood by both parties involved.

Purpose: The purpose for creating progress billings is to obtain payment for the
                    portion of labor and materials, i.e. "reimbursed costs" used up to a certain
                    point in time and before the project is fully completed. This improves the
                    cash flow typical of long-term projects or assignments. This procedure
                    applies to all Federal, State, and Local Grants and Contracts, Service
                    agreements or Projects provided by the Organization.

Scope: This procedure applies to all service agreements or projects provided by
                    the Organization.

Responsibilities:

                    The Finance Department is responsible for the confirmation of all final
                    program amounts and is responsible for knowing the correct procedures to be
                    followed for each contract.

Procedure:

1.0   CONTRACT TYPES

1.1   Reimbursement for Services. Progress billing for Reimbursement for Services
           contracts requires Finance teams to be up to date and monitor the services being
           provided according to the terms of each contract. The Finance team will enter into
           the reimbursement request the allowable costs that may be billed according to the
           contract. From time to time and at the end of the contract, the Chief Financial
           Officer reviews the billings of the contract and ensures that all available
           opportunities to recover reimbursable costs have been considered.

1.2   Set Contracts. Set contracts such as with the individual charter schools involve
           reimbursement for costs such as building rental and an allowance for the amount of
           apportionment attendance earned. Although the contract is set by terms of the
           contract, since student attendance can vary, the invoicing for these types of
           contracts is the same amount throughout the fiscal year and reconciled at the end of
           the year to account for the final attendance counts.

REV103 Project (Grant/Contract)Revenue: Progress Billing   page 1 of 2

179

Deleted: ¶

Deleted: --------------------------Page Break--------------------------

Accounting Policies, Procedures and Forms

2.0   BREAKDOWN OF CONTRACT AMOUNT

2.1   The Finance Department with the support of Back-office provider is responsible for the final reconciliation of all grant and other contracts at the end of the year by reviewing final billings prepared by the Finance team and/or the School Principal. Normally, the contractual agreement will specify the procedures for payment and may also specify the form of the breakdown of contract amount that is required. Care should be taken to be sure that all costs, services, and fees are fully billed and accounted for in each contract.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider provider and revision of responsibilities.	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

REV103 Project (Grant/Contract)Revenue: Progress Billing   page 2 of 2

180

Accounting Policies, Procedures and Forms

SOP # REV104 Revision: 1	**Prepared by: Central Office**
Effective Date: 9/5/17	**Approved by: BOD**

Title: **REV104 ACCOUNT COLLECTIONS**

Policy: All open accounts receivable with late or delinquent payment activity will be handled in a timely and effective manner to ensure maximum collections and an optimum accounts receivable turnover ratio.

Purpose: To provide the actions and methods for processing late or delinquent payments.

Scope: This procedure applies to the Accounts Receivable Department involved with collection of past due accounts receivable. The Finance team and the Chief Financial Officer may be involved in reference special arrangements.

Responsibilities:

The Finance team reviews all records for a customer to determine a possible explanation for non-payment prior to commencing the collection process.

Definition: Bad Debt consists of unpaid accounts receivable invoices that are considered to be uncollectible.

Debt collector is any person who regularly collects debts owed to others. This includes attorneys who collect debts on a regular basis.

Procedure:

1.0 COLLECTION PROCESS

1.1 No matter how careful customers are screened prior to credit approval, slow pay or delinquent accounts will occur from time to time. Once an account becomes past due by even a few days, the collection process should commence immediately. Studies have shown that the sooner the collection process starts then the more likely that the debt will be collected.

1.2 Prior to commencing the collection process, the following should be reviewed by the assigned Finance team:

- Verify that after the Invoice was immediately sent out for all billings to the customer and sent to the correct billing address.

- Make certain that the Organization has not received the customer's payment or applied it to the wrong account. These seem obvious, but it can avoid an uncomfortable situation in wrongly accusing the customer of delinquent payments.

REV104 Account Collections   page 1 of 8

181

Deleted: ¶

Deleted: <*object*>¶
REV103 Project (Grant/Contract)Revenue: Progress Billing—page 2 of 2¶
————————————Page Break————————————
————————Section Break (Continuous)————————

Deleted: ¶

Deleted: ¶

Accounting Policies, Procedures and Forms

- Review the customer's past payment activity. Determine if they are chronically late and what their response has been to any other overdue notices to determine payment patterns or trends.

1.3 Upon review of the above, the Accounts Receivable Representative should then proceed with the collection process by completing an REV104 Ex1 ACCOUNT COLLECTION CONTROL Form. This form will assist in planning and tracking the collection effort. Depending on the amount and the customer situation, the representative can choose to follow-up with collection letters, telephone calls or both.

Record all actions taken (late payment notice, telephone call, etc.) with a date on an ACCOUNT COLLECTION CONTROL Form filed in the customer folder. All customer agreements and explanations should be noted. If payment has not reached the Organization by the expected date, immediate follow-up action should be taken with another collection call or letter. The longer an overdue account is ignored, the longer the customer will ignore it, too.

1.4 Telephone communication will often speed up the collection process. Credit representatives, when speaking with a delinquent account, should observe a few tips or principles.

- Identify yourself and the Organization and state the reason for calling. Be direct and use a controlled, confident voice. Concentrate on listening to the customer and don't rush through the call.

- Get the Facts - The most powerful tool is knowledge. During the phone conversation, try to gain as much insight into the situation as possible. Remember, the goals and objectives are to:

Collect the money!

Identify reasons for non-payment

Settle on an agreement for clearing the debt, including special payment plans and exact dates when a check will be sent.

- Never argue, accuse or be condescending - Verbally fighting or talking down to the customer will only serve to produce negative feelings and may hamper the collection effort. The ultimate purpose is to secure payment, and this is best accomplished without becoming defensive or irritated.

- There are several common objections, complaints and excuses used to elude payment. Study the following examples to learn the most effective responses to the most frequently used ploys.

   "I didn't get the invoice." - Respond by verifying the debtor's name and address, and then review the account information with them.

   "The check is in the mail." - Extend your thanks, then ask for a check number, amount, date posted and address to which it was mailed.

Deleted: *<object>*

REV104 Account Collections   page 2 of 8

182

Accounting Policies, Procedures and Forms

> **"Your payment is being processed**." - Ask when the payment will be ready for the mail. Determine the process that the payment undergoes after it leaves your contact's desk.

> **"I need proof of delivery**." - Give the customer the name of the person who signed the delivery slip.

> **"The computer is down**." - When do you expect it to be up? Can we get a manual payment?

> **"I'll pay you when we get paid**." - Respond calmly, but make a direct request for payment, such as When can I expect payment?"

> **"I have no money"** - Create a payment plan. Be flexible and consider alternatives offered by the customer. Work toward making the plan acceptable to both of you.

1.5 Many people find it difficult to confront customers regarding delinquent payments. Just keep in mind that it is the customer, who should feel uncomfortable in this situation.

1.6 If customers stop paying, their phone has been disconnected, and you cannot find them, consider using these resources to locate these debtors and their assets:

- City directories
- Post office (for a forwarding address)
- A customer's employer
- Department of motor vehicle license and registration records
- "In case of emergency" contact, references or closest relatives listed on a credit application
- Old files and correspondence
- The Internet (i.e. http://www.isleuth.com/peop.html)
- Skip-tracing services or private investigator
- Credit bureau reports
- Neighbors
- Directory assistance

REV104 Account Collections   page 3 of 8

183

Accounting Policies, Procedures and Forms

2.0 SERIOUSLY DELINQUENT OR UNRESPONSIVE ACCOUNTS

2.1   When an account becomes more than 60 days past due, the immediate target of securing prompt payment should take on a greater sense of urgency. The Finance Manager should review the account with Accounts Receivable to determine if the customer's business is valued.

If their business is valued, the following strategies may be used to collect payment:

- Restrict any further credit until the past due amount is paid in full.

- Withhold services already entered into. The harsh reality of having a MERF customer have to move from a MERF location or find a new provider often can spur a delinquent account into action.

2.2   If all other avenues for collection of the account have been exhausted, the Finance Manager, after consulting with the Chief Financial Officer, may want to consider and authorize the use of an outside collection agency.

2.3   All uncollectible accounts will be reviewed by the Finance Manager for disposition.

3.0 WORKING WITH COLLECTION AGENCIES

3.1   Collect all material records for the debt in question and send them to the collection agency. The agency will require a copy of the invoice, proof of delivery, and/or any other correspondence that may help them collect the debt.

3.2   Record the date the debt was sent to collections in the accounts receivable file.

3.3   If payments are received after the debt has been sent to collections, then notify the collection agency immediately in order to stop any further collection efforts. The agency will take their fee for any debt that has been collected once it has been registered by the agency.

3.4   If all other avenues for collection of the account have been exhausted, the Organization should consider further legal action.

4.1 WRITING OFF UNCOLLECTED DEBT

4.2   Write-off any debts remaining uncollected or that are returned from the collection agency and record as a bad debt expense and deduct from accounts receivable.

4.3   If any payments are received after being written-off from accounts receivable, then receive them in as income in the period received.

4.4   If bad debt is a recurring problem then consider setting up a reserve account or allowance for bad debt at the beginning of the year.

REV104 Account Collections   page 4 of 8

Deleted: ¶
¶

184

Accounting Policies, Procedures and Forms

References:

A.   FAIR DEBT COLLECTION PRACTICES ACT (FDCP)

The FDCP requires that debt collectors treat consumers fairly and prohibits certain methods of debt collection. Personal, family, and household debts are covered under the Act. This includes money owed for the purchase of an automobile, for medical care, or for charge accounts. Business debt is not included.

Debt collectors may not 1) harass, oppress, or abuse the debtor or any third parties they contact. 2) Use any false or misleading statements when collecting a debt. For example, debt collectors may not:

- Use threats of violence or harm;
- Publish a list of consumers who refuse to pay their debts (except to a credit bureau);
- Use obscene or profane language; or
- Repeatedly use the telephone to annoy someone.
- Falsely imply that they are attorneys or government representatives;
- Falsely imply that the debtor may have committed a crime;
- Falsely represent that they operate or work for a credit bureau;
- Misrepresent the amount of the debtor's debt;
- Indicate that papers being sent to the debtor are legal forms when they are not
- Indicate that papers being sent to the debtor are not legal forms when they are.
- Give false credit information about the debtor to anyone, including a credit bureau;
- Send the debtor anything that looks like an official document from a court or government agency when it is not.
- Use a false name.
- Collect any amount greater than the debtor's debt, unless the debtor's state law permits such a charge;
- Deposit a post-dated check prematurely;
- Use deception to make the debtor accept collect calls or pay for telegrams;
- Take or threaten to take the debtor's property unless this can be done legally.
- Contact the debtor by postcard.
- Say the debtor will be arrested if they do not pay the debt;
- Say they will seize, garnish, attach, or sell the debtor's property or wages, unless the collection agency or creditor intends to do so, and it is legal to do so.

REV104 Account Collections   page 5 of 8

Deleted: ¶
REV104 Account Collections   page 5 of 8

185

Accounting Policies, Procedures and Forms

- Say they will take actions, such as a lawsuit against the debtor, when such action legally may not be taken, or when they do not intend to take such action.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	9/5/17	Revision to clarify processes and positions	

REV104 Account Collections   page 6 of 8

186

Accounting Policies, Procedures and Forms

REV104 Ex1 ACCOUNT COLLECTION CONTROL FORM

Account Name:_____   Date   Customer Reply or Action

Taken_____

Address:_____

_____

_____

Contact(s):_____

Telephone #'s:_____

_____

Payment Terms:_____

Comments:_____

_____

_____

Invoice	Date Due	Amount	Date Paid	Running Total Due

REV104 Account Collections   page 7 of 8

187

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

REV104 Account Collections   page 8 of 8

188

Accounting Policies and Procedures

SOP # REV105 Revision: 2	**Prepared by: Central Office**
Effective Date: 9/5/17	**Approved by: BOD**

Title: **REV105 REVENUE RECOGNITION - GRANTS AND CONTRIBUTIONS**

Policy: The Organization receives revenue from several types of transactions. It is the policy of the Organization to separate and recognize revenue from grants and contributions separately in the financial statements of the Organization and to comply with all current Federal and California rules regarding solicitation and collection of charitable contributions.

Purpose: To provide a separate accounting of grant and contribution income.

Scope: This procedure applies to all grant and contribution income.

Responsibilities:

Chief Financial Officer and the Finance Department direct the separate accounting for grant revenue and contributions received.

Back-office provider ensures that grant and contribution revenues are separately tracked within the accounting system.

Definition:

Contribution - An unconditional transfer of cash or other assets to the Organization, or a settlement or cancellation of the Organization's liabilities, in a voluntary nonreciprocal transfer by another entity acting other than as an owner.

Condition - A donor-imposed stipulation that specifies a future and uncertain event whose occurrence or failure to occur gives the promisor a right of return of the assets it has transferred to the Organization or releases the promisor from its obligation to transfer its assets.

Restriction - A donor-imposed stipulation that specifies a use for the contributed asset that is more specific than broad limits resulting from the nature of the Organization, the environment in which it operates, and the purposes specified in the Organization's articles of incorporation and bylaws. Restrictions on the Organization's use of an asset may be temporary or permanent.

Nonreciprocal Transfer - A transaction in which an entity incurs a liability or transfers assets to the Organization without directly receiving value from the Organization in exchange.

REV105 Revenue Recognition – Grants and Contributions   page 1 of 6

189

Deleted: ⋯⋯⋯⋯⋯⋯Page Break⋯⋯⋯⋯⋯⋯

Accounting Policies and Procedures

> **Promise to Give** - A written or oral agreement to contribute cash or other assets to the Organization.
>
> **Exchange Transaction** - A reciprocal transaction in which the Organization and another entity each receive and sacrifice something of approximately equal value

Procedure:

1.0   GRANT AND CONTRIBUTION REVENUE RECOGNITION

1.1   Grant income – Recognized as income when received, based on incurrence of allowable costs (for cost-reimbursement awards) or based on other terms of the award (for fixed price, unit-of-service, and other types of awards). The types of grant income typically received by the Organization are:

(a) Education payments for MERF Charter services.
(b) Various Federal, State, and Local grants and contracts.
(c) Other types of grant income may be received from time to time.

At year-end, grant income that has been incurred but not yet received are accrued to conform with generally accepted accounting principles.

1.2   Contributions - Recognized as income when received, unless accompanied by restrictions or conditions (see the next section on contribution income).

1.3   CONTRIBUTIONS RECEIVED

A. **Distinguishing Contributions from Exchange Transactions**

The Organization may receive income in the form of contributions, revenue from exchange transactions, and income from activities with characteristics of both contributions and exchange transactions. The Organization shall consider the following criteria, and any other relevant factors, in determining whether income will be accounted for as contribution income, exchange transaction revenue, or both:

1.   The Organization's intent in soliciting the asset, as stated in the accompanying materials;

2.   The expressed intent of the entity providing resources to the Organization (i.e. does the resource provider state its intent is to support the Organization's programs or that it anticipates specified benefits in exchange?);

Deleted: ¶
¶
¶

REV105 Revenue Recognition – Grants and Contributions   page 2 of 6

190

Accounting Policies and Procedures

3. Whether the method of delivery of the asset is specified by the resource provider (exchange transaction) or is at the discretion of the Organization (contribution);

4. Whether payment received by the Organization is determined by the resource provider (contribution) or is equal to the value of the assets/services provided by the Organization, or the cost of those assets plus a markup (exchange transaction);

5. Whether there are provisions for penalties (due to nonperformance) beyond the amount of payment (exchange transaction) or whether penalties are limited to the delivery of assets already produced and return of unspent funds (contribution); and

6. Whether assets are to be delivered by the Organization to individuals or other than the resource provider (contribution) or whether they are delivered directly to the resource provider or to individuals or the Organization is closely connected to the resource provider.

B. Accounting for Contributions

The Organization shall recognize contribution income in the period in which the Organization receives restricted or unrestricted assets in nonreciprocal transfers, or unconditional promises of future nonreciprocal asset transfers, from donors. Contribution income shall be classified as increases in unrestricted, temporarily restricted, or permanently restricted net assets based on the existence or absence of such restrictions. See REV107 Restricted Funds for more details.

Unconditional promises to give shall be recorded as assets and increases in temporarily restricted net assets (contribution income) of the Organization in the period that the Organization receives evidence that a promise to support the Organization has been made. Unconditional promises to give that are to be collected within one year shall be recorded at their face value, less any reserve for uncollectible promises, as estimated by management. Unconditional promises to give that are collectible over time periods in excess of one year shall be recorded at their discounted net present value. Accretion of discount on such promises to give shall be recorded as contribution income in each period leading up to the due date of the promise to give. The interest rate that shall be used in calculating net present values of unconditional promises to give is the risk-free rate of return available to the Organization at the time the Organization receives a promise from a donor.

When the final time or use restriction associated with a contributed asset has been met, a reclassification between temporarily restricted and unrestricted net assets shall be recorded.

REV105 Revenue Recognition – Grants and Contributions   page 3 of 6

Accounting Policies and Procedures

When it receives support in the form of volunteer labor, the Organization shall record contribution income and assets or expenses if one of the following two criteria is met:

1. The contributed service creates or enhances a nonfinancial asset (such as a building or equipment), or

    2. The contributed service possesses all three of the following characteristics:

        a. It is the type of service that would typically need to be purchased by the Organization if it had not been contributed,
        b. It requires specialized skills (i.e. formal training in a trade or profession), and
        c. It is provided by an individual possessing those specialized skills.

Contributed services that meet one of the two preceding criteria shall be recorded at the fair market value of the service rendered.

C. Receipts and Disclosures

The Organization and its donors are subject to certain disclosure and reporting requirements imposed under the Internal Revenue Code and its underlying regulations. To comply with those rules, the Organization shall adhere to the following guidelines with respect to contributions received by the Organization.

For any separate contribution received by the Organization, it shall provide a receipt to the donor. The receipt shall be prepared by the School Principal. All receipts prepared by the Organization shall include the following information:

1. The amount of cash received and/or a description (but not an assessment of the value) of any noncash property received;

2. A statement of whether the Organization provided any goods or services to the donor in consideration, in whole or in part, for any of the cash or property received by the Organization from the donor, and

3. If any goods or services were provided to the donor by the Organization, a description and good faith estimate of the value of those goods or services.

REV105 Revenue Recognition – Grants and Contributions   page 4 of 6

192

Deleted: --------------------------------Page Break--------------------------------

Accounting Policies and Procedures

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Change in responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

REV105 Revenue Recognition – Grants and Contributions   page 5 of 6

Accounting Policies and Procedures

193

[This page intentionally left blank]

REV105 Revenue Recognition – Grants and Contributions   page 6 of 6

194

Accounting Policies, Procedures and Forms

SOP # REV106 Revision: 2   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title:	**REV106 GIFTS-IN-KIND**
Policy:	MERF may accept contributions of goods or services that can be used to advance the mission of MERF and/or any of its schools or may be converted readily into cash. When accepting a gift-in-kind, the receiver must ask the donor to complete as an example REV106 Ex1 GIFT-IN- KIND FORM. Once the donor has completed the form, the receiver must sign the form and send it immediately to the central office for processing.
Purpose:	To ensure that Gift-In-Kind transactions are handled in accordance with IRS guidelines and are properly recorded.
Scope:	All Gift-In-Kind transactions.

Responsibilities:

Receiver is responsible for assessing the gift for usefulness to the Organization.

School Principal is responsible for handling donor documentation.

The Financial Analysts are responsible for assessing value of gift and informing Back-office provider so that it can be recorded into the accounting system.

Definition:	**Gifts-In-Kind** - Transactions categorized as a voluntary contribution of goods or services that can be used to advance the mission of MERF or can be readily converted to cash and may qualify as a charitable deduction for the person(s) making the gift.
	Contributed services cannot be counted as a gift and do not qualify as a charitable tax deduction to the donor. However, a donor of services may be able to deduct expenses incurred while performing said services. In such cases, the donor should be advised to consult with a tax accountant.
Background:	The IRS has specific regulations regarding gifts-in-kind. This policy outlines the process an employee of MERF should follow when presented with a gift-in-kind. It limits the liability that may inadvertently be assumed by placing value on gifts or by accepting a gift that does not advance the mission of MERF or cannot be readily converted to cash. It further assures that a donor will receive timely acknowledgement of his/her contribution.

Procedure:

1.0   RECEIPT OF GIFT

2   When presented with a potential gift-in-kind, an individual must assess if the gift can be used to advance the mission of MERF or could be readily converted to cash. If there is any question as to whether the contribution meets either of these

Deleted: ¶

Deleted: ¶

REV106 Gifts-In-Kind   page 1 of 6

195

Accounting Policies, Procedures and Forms

criteria, the individual should contact his/her immediate supervisor or the central office.

2.0   If the gift is accepted, the individual should offer an immediate and sincere expression of gratitude. At that time, the donor should be given a Gift-In-Kind form and be encouraged to complete the form at that time. If the donor is unable or unwilling to complete the form, the receiver may complete the form, write "N/A" as the estimated fair market value, and enter that the form was completed by him/her in the note section in the lower right hand corner.

The individual accepting the gift cannot offer tax advice or dictate the value of the contribution. It is the responsibility of the donor to determine the fair market value of the contribution. **Note:** the value is for MERF internal gift reporting and accounting only; the donor's receipt and/or acknowledgement will not indicate value in any way that could be construed as an endorsement of its value.

2.1   If the item is personal property of the donor and is valued at more than $5,000, the donor must obtain a certified appraisal. The appraisal cannot be dated more than 60 days from the date of the donation. It must be prepared, signed and dated by a qualified appraiser. Federal law requires that the donor pay for the appraisal. (The cost of the appraisal is also tax deductible). This value will be used for gift reporting purposes only.

What constitutes a qualified appraisal:
I. Appraiser must hold himself or herself out to the public as an appraiser and state credentials showing that he or she is qualified to appraise the type of property being valued.
II. Appraiser must value the property no more than 60 days before the date of gift; it can be done after the gift has been accepted by the MERF.
III. Appraiser cannot be (1) the donor, (2) the donee (MERF), (3) any party to the transaction, (4) an appraiser used regularly by (1), (2) or (3), or anyone employed or related to (1),(2), or (3).

The appraisal must contain the following information:
1. A description of the item
2. Its physical condition
3. The date (or expected date) of the contribution
4. Name, address and tax ID number of the appraiser
5. Qualifications of the appraiser including his/her background, experience and education
6. A statement that the appraisal was prepared for income tax purposes
7. Date the item was valued
8. Appraised fair market value of the item
9. Method of valuation (income approach; market data approach; replacement cost minus depreciation approach.)
10. Appraiser must complete Part IV of Section B on form 8283

2.2   The individual accepting the gift will sign and date the Gift-In-Kind form only after the donor has irrevocably turned over the gift-in-kind. Once signed, the

| Deleted: ¶ |

REV106 Gifts-In-Kind   page 2 of 6

196

Accounting Policies, Procedures and Forms

form should be turned over to the School Principal immediately for processing and acknowledgement.

2.3   The School Principal will notify the Finance team of the contribution. The Finance team will then provide necessary information to Back-office provider so that it can be assigned as an asset or income to the appropriate school or to the central office.

2.0   **COMPLIANCE**

2.1   The IRS allows an individual to deduct the full fair market value of a donated item if it is kept by MERF and used for one of its tax-exempt purposes. If the item is to be converted to cash, then the donor may claim a deduction of the cost value or the fair market value, whichever is less. **It is the sole responsibility of the donor to determine the value of a contributed item; the receiver cannot assign a value to the donated item(s).**

2.2   Upon receipt of a gift-in-kind, MERF will issue an acknowledgement to the donor along with a copy of the Gift-In-Kind form. The acknowledgement will contain only a description of the contribution and will not include a statement as to the value of the contribution. It will further contain a statement as to what, if any, goods or services were given in exchange for the contribution. MERF cannot issue an acknowledgement for contributions that cannot be used or readily converted to cash.

2.3   For gifts with values exceeding $5,000, the donor must complete all parts of IRS form 8283 and submit the form to MERF for signature. The School Principal, the Chief Financial Officer and the Chief Executive Officer are the only individuals authorized to sign 8283 forms.

If MERF has signed an IRS form 8283 and then sells, exchanges or otherwise transfers the gift within two years from the date of gift, the central office must file a donee information return, IRS form 8282, within 125 days of disposing the property. MERF will advise the donor if such a transaction occurs as it may affect the charitable tax deduction for which they qualify.

REV106 Gifts-In-Kind   page 3 of 6

197

Deleted: -------------------------------Page Break-------------------------------

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

Deleted: ¶
¶

REV106 Gifts-In-Kind   page 4 of 6

198

Accounting Policies and Procedures

REV106 Ex1 GIFT-IN-KIND CONTRIBUTION FORM

Date: _____

Event Name (if appplicable): _____

Donor Information:

Donor Name _____

Contact Person _____

Address _____

City_____State_____Zip _____

Daytime phone_____E-mail Address_____

Gift Description: _____

_____

_____

		Deleted: *<object>*¶

Estimated fair market value (by donor): $ _____

Special instructions (e.g., item delivery or pick up, restrictions, etc.):

		Deleted: ¶
		Deleted: *<object>*¶ ¶

Please return this form to:

Finance Department

               Ph
one: (714)892-5066 13950
Milton Ave.   Fax:
(714)362-9588
Suite 200B
Westminster, CA 92683

Per IRS regulations, any item you value over $500 requires IRS Form 8283; any item you value over $5,000 requires Form 8283 and a written appraisal.

This form does not serve as a receipt for this contribution, but is intended for our internal record keeping purposes only. A receipt describing the items or merchandise donated will be mailed to the address supplied above. Magnolia Educational & Research Foundation is unable to include the estimated value on the donor receipt. It is the responsibility of the donor to substantiate the fair market value for his/her own tax purposes. The donation of services, although very valuable and much appreciated, is generally not considered tax deductible by the IRS. Please consult with your tax advisor to determine the tax implications of your gift.

PUR106 Accounts Payable   page 5 of 6

199

Accounting Policies and Procedures

[This page intentionally left blank]

Deleted: ¶
¶

PUR106 Accounts Payable   page 6 of 6

200
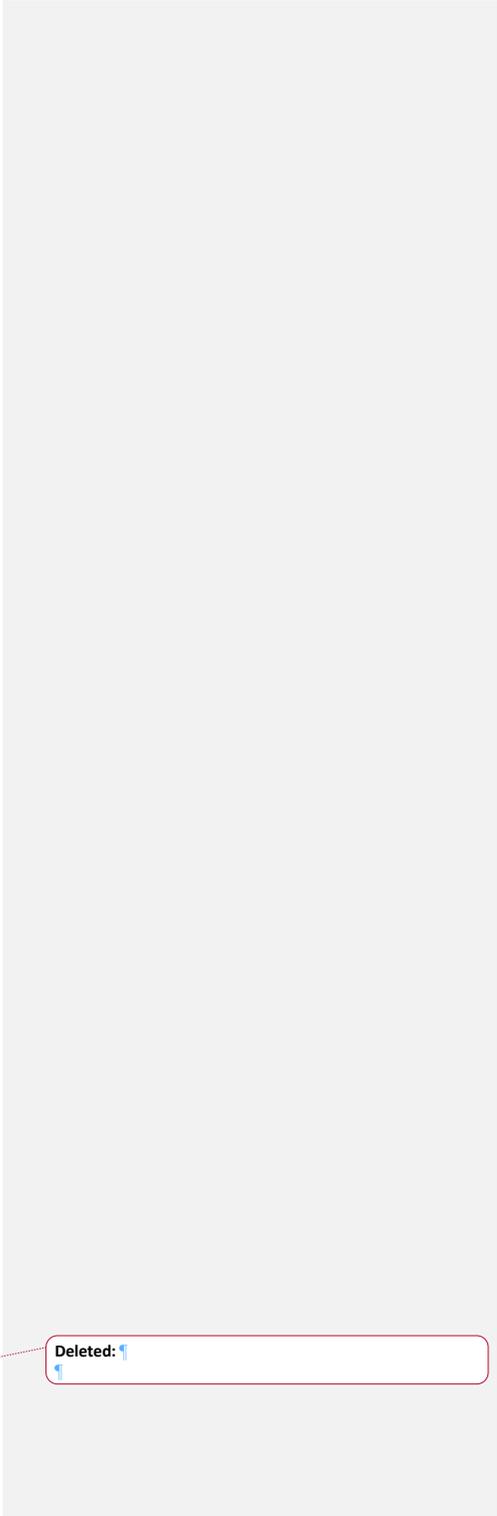
Accounting Policies, Procedures and Forms

SOP # REV107 Revision: 2   **Prepared by:Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **REV107 RESTRICTED FUNDS**

Policy: To properly record and track funds with restrictions in order to ensure the
                    donor's intended uses are met, assist with cash flow planning purposes, and
                    to stay within compliance with laws relating to use of restricted funds.

Purpose: Generally accepted accounting principles require the Organization to
                    classify funds based on the restrictions provided by the donor. These
                    classifications may be unrestricted, temporarily restricted or permanently
                    restricted. Donor restrictions should be in writing, to ensure proper
                    treatment.

Scope: This procedure applies to funds received that are classified as temporarily or
                    permanently restricted.

Responsibilities:

Back-office provider is responsible for recording restricted donations and
releases from restrictions properly in the accounting system. Back-office
provider is also responsible for periodic reconciliation of restricted asset
totals and monitoring restrictions to determine whether they have been met.

Chief Financial Officer is responsible for monitoring of restrictions and
determining whether fulfilling restrictions can be viable for the Organization.

Definition:

Unrestricted Net Assets - net assets
whose use is not restricted by donors,
even though their use may be limited in
other respects, such as by board
designation.

Pledges receivable are considered to be
temporarily restricted because of an inference
that uncollected amounts are intended for
future periods.

Temporarily Restricted Net Assets - net
assets whose use are limited by donors to
either a specified purpose or a later date.

Permanently Restricted Net Assets - net
assets whose use are restricted in
perpetuity, such as endowments.

Procedure:

1.0   RESTRICTED FUNDS

1.1   At the time revenue is earned by the Organization, the Financial Analysts with the
           support of Back-office provider will review any related documentation associated
           with the revenue to determine whether there are any restrictions on the money.
           Examples

REV107 Restricted Funds   page 1 of 4

201

Accounting Policies, Procedures and Forms

of restrictions are individual donations given with the intent of supporting a particular program or campaign, a grant received to operate a specific program or project, and donations received to hold in perpetuity. This information can be found on the award letter or on the financial instrument itself. If the revenue is determined to contain restrictions, Back-office provider will record in a separate class in the accounting system to keep separate from unrestricted funds.

1.2 **Temporarily Restricted Funds** – These funds will be monitored for satisfaction of donor restrictions on a regular basis. Once stipulations are met, they are reclassed from temporarily restricted funds to unrestricted funds regardless of when the related expenses will occur. This is known as "net assets released from restrictions."

1.3 **Permanently Restricted Funds** – These funds are restricted by the donor for a designated purpose or time restriction that will never expire. The intent is that the principle balance of the contribution will remain as an investment forever, and the Organization will utilize the interest and investment returns, such as with an endowment.

2.0 ACCOUNTING FOR RESTRICTED FUNDS

2.1 In addition to the obligation to its donors, the Organization is bound by law to spend contributed dollars as designated. If a condition on restricted funding has not been fulfilled and the money has been spent, the donor can demand that the funds be returned, pursue legal action, or contact the Office of the Attorney General. It is of the utmost importance that donor restricted funds are handled properly.

2.2 Do not budget to spend money unavailable to Organization. When planning and budgeting, be mindful of any and all of the time and activity restrictions present on restricted funds. Understand how restrictions will impact cash flow and availability of funds.

2.3 Educate staff and board members who are accountable for the Organization's financial decisions so that they fully understand funding restrictions. Know when the restrictions are satisfied and how to release the funds from restriction.

2.4 When analyzing financial reports, pay close attention to unrestricted funds and, unless you are making decisions regarding programming for which the funds have been restricted, avoid basing decisions on restricted funds. Try to focus your attention on the "Unrestricted" amounts. Formatting financial report with columns that delineate unrestricted and restricted funds can be very helpful.

2.5 Most restrictions on funds directly relate to the grant or fundraising request. When researching and applying for grants, be aware of any challenges that potential restrictions could present to the Organization.

2.6 Fundraising letters and appeals can inadvertently place restrictions on donations. Be certain that managers and donors understand the purpose of contributed dollars and understand if restrictions are present. Also, be certain that staff charged with fundraising understand that appeals can lead to restricted gifts.

REV107 Restricted Funds   page 2 of 4

202

Accounting Policies, Procedures and Forms

2.7   Work with staff to understand the true cost of programming. Allocate all direct costs associated with a program. These allocations help to prepare more accurate budgets for grants and fundraising appeals, and better utilize contributions restricted to specific programs to ease the pressure on limited general operating dollars.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Change in responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

Deleted: ¶
¶

REV107 Restricted Funds   page 3 of 4

203

Accounting Policies, Procedures and Forms

Deleted: ⸻⸻Page Break⸻⸻

[This page intentionally left blank]

Deleted: ¶
¶
¶

REV107 Restricted Funds   page 4 of 4

204

SOP # PUR101 Revision: 2   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title:	**PUR101 VENDOR SELECTION**
Policy:	To ensure the performance capabilities of all vendors and maintain the internal controls of over the purchasing functions, vendor selection , quality control , and certain procedural requirements.
Purpose:	To provide the methods for determining, documenting and, when applicable, inspecting vendors for compliance with Organization policies and contract purchasing requirements.
	Purchased products and services should conform to specified requirements. This starts with selection of appropriate suppliers, consultants, and contractors that have the capability and systems to supply products, materials and services to satisfy Organization requirements. Suppliers and consultants are controlled to the extent necessary based on the effect of the purchased items and services on the quality of the Organization's products and services.
Scope:	This procedure applies to all vendors of products, materials, and services that directly affect the quality of the Organization's products and services.

Responsibilities:

The Board of Directors shall have authority to approve all contracts including budgeted and non-budgeted items over $25,000.

Chief Executive Officer shall have authority to approve all contracts up to and including the amount $25,000 for all budgeted and non-budgeted amounts.

School Principal is responsible for initial supplier, contractor, and consultant (Collectively the "Supplier") identification and for collection of business information related to the potential supplier. School Principal shall have the ability to approve purchases up to and including the amount of $5,000.

All MPS Chief Executive Team Members are responsible for approving contracts up to $10,000 that are within the approved budget.

205

Accounting Policies, Procedures and Forms

Procedure:

1.0 VENDOR SELECTION

1.1   New vendors are to be evaluated using the following criteria:

- Pricing: competitive pricing is one component of the evaluation and may be out weighed by other factors. Pricing alone will not be a deciding factor unless all else is equal.

- Parts availability and shipping time frame.

- Performance capability (i.e., financial status, sufficient facilities, capability of equipment and employees, professional licenses, years of experience).

- Internal Quality Assurance program: Contractors undergo PEER Review, hold additional licenses, are given preference.

- Reference checks.

- Warranty information if applicable.

- Whether the vendor is debarred from receiving State and/or Federal funds

1.2   Ongoing evaluation of suppliers:

- On-Time Delivery, 100% on time expected (0 days early, 0 days late)

- Quality: (Items (or lots) rejected/Total items (or lots) received) X 100. Ratings less than 95% require corrective action. Exceptions to the 95% Corrective Action requirement may be given where the total quantity of items or lots received is small and at the Controller's discretion.

1.3   Qualified vendors will be maintained on an Approved Vendor List for purchasing. The approved list can be as simple as those vendors that are retained as "active" in the accounting system.

2.0   VENDOR INSPECTIONS

2,1   For critical components that the Organization desires to rely on the quality assurance of the vendor to reduce receiving inspection or testing requirements such as with high end computer parts, an on-sight vendor inspection may be performed and approved.

2.2   The Controller will coordinate with the Purchase Agent to plan, arrange and designate staff for all vendor inspections when considered necessary by the Chief Financial Officer.

3.0   VENDOR FILES

3.1   A vendor file will be prepared and maintained for all vendors on the Approved Vendor List, which will be used for significant or on-going purchasing. The vendor files will be kept alphabetically and should include the following:

Deleted:

Deleted: ¶

Deleted: ¶
¶

PUR101 Vendor Selection   page 2 of 4

Accounting Policies, Procedures and Forms

- IRS W-9 Taxpayer Identification Certificate (a PDF download is available at: http://www.irs.gov/pub/irs-pdf/fw9.pdf)
- Resale certificates (only required for those that resell their purchases)
- Legal contracts, dealer or marketing agreements, etc.
- Long-term blanket purchase order commitments
- Proof of insurance
- Any other relevant correspondence or documentation

3.2   Form 1099 must be filed at year-end for the proper reporting of income to certain vendors. To determine whether or not one needs to be filed, all non-merchandise vendors should complete an IRS W-9 Request for Taxpayer Identification Number Certificate. A copy can be obtained via the IRS website (www.IRS.gov) or by contacting the local IRS office. The vendor indicates on the form the reporting status. Note: Incorporated vendors do not receive 1099s.

This applies to all contractors for service (repair person, accountant, consultant, etc) who are NOT incorporated, and to all lawyers, regardless of incorporation. It is important to make this determination before engaging the contractor so that all payments can be properly tracked for 1099 reporting purposes at the inception.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**2/16/15**	Segregation of Duties	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

Deleted: ¶
¶

PUR101 Vendor Selection   page 3 of 4

Deleted: ------------------------------Page Break------------------------------

207

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶

PUR101 Vendor Selection   page 4 of 4

208

Accounting Policies, Procedures and Forms

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.

PUR102 General Purchasing   page 1 of 6

209

Deleted: ----------------------------Page Break----------------------------

Deleted: ¶

Deleted: ¶
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¶

Accounting Policies, Procedures and Forms

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 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.

PUR102 General Purchasing   page 2 of 6

210

Deleted: ¶

Deleted: ¶
¶

Deleted: <object>¶
PUR102 General Purchasing — page 2 of 6¶
¶
-------------------------Page Break-------------------------

Accounting Policies, Procedures and Forms

2.2 If there are any requirements for items to be inspected at the supplier's or the Organization's premises by the Organization or our customer, the arrangements and method of product release shall be included in the purchasing information.

2.4 Buyers must review their purchase orders for accuracy. The buyer submits their authorization through the Purchasing Software indicating the review was performed.

2.5 Orders can be placed with the vendor either by telephone, fax, internet or mail. When placing orders by telephone, the vendor contact and date of order should be noted and a confirming copy of the order sent to the vendor. Pre-approval for any purchase is always required.

2.6 Purchasing is responsible for communicating with those receiving the supplies, following-up on shipping, delivery, and expediting and partial shipments of ordered items. Purchasing can either telephone vendors or use a PUR102 Ex1 PURCHASE ORDER FOLLOW-UP form to verify, trace or expedite orders.

3.0 RECORDKEEPING AND MATCHING

3.1 When Purchase Orders are issued, the Purchasing and Accounting copies will be placed in an Open File until the items are received. The Open File should be reviewed on a weekly basis to determine whether any orders need follow up.

3.2 Items will be received in accordance with procedure PUR103 RECEIVING AND INSPECTION. The completed vendor's packing list is kept at the site where the shipment was received.

3.4 For partial shipments, a note will be made in the Purchasing Software to identify the shipment as partially received. The original Purchase Order will be kept in the open file until all items are received.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**2/13/15**	Segregation of duties and limits	Oswaldo Diaz, CFO
2	**11/12/15**	Inclusion of back-office provider service provider processes	Oswaldo Diaz, CFO
3	9/5/17	Revision to clarify processes and positions	
4	5/9/19	Revision to comply with LAUSD Oversight report recommendations	Nanie Montijo, CFO

Deleted: ¶

Deleted: 3

Deleted: 9/5/17

Deleted: Revision to clarify processes and positions

Deleted: ¶
¶
¶

Deleted: ¶

PUR102 General Purchasing   page 3 of 6

211

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶

Deleted: ¶

PUR102 General Purchasing   page 4 of 6

212

Deleted: ¶
------------------------------Page Break------------------------------

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
below. invoice.

☐ These items are not taxable. Our Tax Exempt No. is   _____.

Please revise

☐ Incorrect calculations on invoice noted. See attached and verify.

_____

_____

_____

_____

Comments or Reply:_____

_____

_____

_____

_____

PUR102 General Purchasing   page 5 of 6

213

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

PUR102 General Purchasing   page 6 of 6

214

Deleted: -----------------------------Page Break-----------------------------

Accounting Policies, Procedures and Forms

SOP # PUR103 Revision: 2	**Prepared by: Central Office**
Effective Date: 9/5/17	**Approved by: BOD**

TITLE: **PUR103 RECEIVING AND INSPECTION**

Policy: All parts, components, goods and materials will be received in an organized manner and inspected for conformance prior to stocking or use in order to provide an initial quality control inspection. Any items or shipments rejected will be properly quarantined from other inventory items until disposition.

Purpose: This procedure outlines the steps for the receiving and inspection of materials, components, or parts and the disposition of rejected items.

Scope: This procedure applies to the receipt of all purchases.

Responsibilities:

Anyone Performing the Receiving Function are responsible for receiving, inspecting materials, filing receiving documents at site, and marking purchase order as received.

Purchasing is responsible for accepting or rejecting damaged goods. Back-office provider is responsible for payment of invoices.

The Finance Department will review and authorize all rejections.

Procedure:

1.0 RECEIVING

1.1 A "receiver" is any form used to record the specific types and counts of product or materials received. Usually, the receiver is provided by the vendor and is not part of the Organization's system at all.

An example of this would be a detailed packing slip, furnished by the vendor with the shipment. The packing slip should be kept at the school site.

All incoming product or materials are to be counted and reconciled with what was originally purchased. Discrepancies must be recorded.

1.2 All incoming shipments must be examined for apparent package damage. If the shipment has apparent damage, notify Purchasing/Accounting immediately. Purchasing will decide to either accept or reject the shipment from the carrier and/or file a freight claim.

1.3 If the shipment shows no signs of damage or the Purchase Manager or School Site Principal or designee has decided to accept a damaged shipment, count the shipping pieces (i.e., packages, boxes but not the contents; see Inspection below) and confirm with the bill of lading and note any exceptions (i.e., package damage or shortages).

Deleted: ¶

PUR103 Receiving And Inspection page 1 of 10

215

Accounting Policies, Procedures and Forms

Deleted: -------------------------Page Break-------------------------

2.0 INSPECTION

2.1 At the receiving holding area, each shipment should be unpacked and all items piece counted and matched to the packing list. If a packing list is not available, complete as an example PUR103 Ex1 RECEIVING AND INSPECTION REPORT.

2.2 The shipment will then be inspected for conformance according to the inspection level required for each part number (see PUR103 Ex3 INVENTORY INSPECTION LEVELS). If multiple part number classes are included in the shipment, each class will be segregated and inspected accordingly.

2.3 Any previously undiscovered damage to individual inventory items should be noted on the inspection report and immediately followed up with the vendor.

3.0 REJECTION, DISCREPANCIES AND DISPOSITION

3.1 Any count discrepancies will be noted on the packing list or as an example PUR103 Ex2 RECEIVING AND INSPECTION REPORT, signed and forwarded to Purchasing. Purchasing will then follow-up with the vendor to resolve the shipping discrepancy.

3.2 If there is a non-conformance discrepancy, the suspect goods will be red-tagged and separated (quarantined) from other parts and immediately placed in a separate holding area for disposition.

3.3 If only partial goods in the shipment are of non-conformance, the accepted goods should be noted on the paperwork and stocked or placed in use per above procedure.

3.4 Complete as an example PUR103 Ex2 RECEIVING AND INSPECTION REPORT for any rejected parts. Accounting will review and authorize all rejections and complete Part II of the report.

3.5 Goods found to be in conformance or suitable for their intended use and accepted by Accounting will have the red tag removed and be returned to the receiving area or location the product is needed for use. Accounting will note on the report the justification for any accepted parts and forward the report along with the packing list to the Purchase Manager.

Goods rejected by Accounting will continue to be quarantined and red tagged until disposed. Purchasing will determine and arrange for the appropriate disposition of rejected items (i.e., return to vendor for credit, scrap, etc.).

3.6 Unidentified shipments should be resolved by the Purchase Manager. Contact the Chief Financial Officer to resolve any suspicious looking packages.

Deleted: ¶
¶
¶

PUR103 Receiving And Inspection   page 2 of 10

216

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Changes to responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and position	

Deleted: ---------------------------------Page Break---------------------------------

Deleted: ¶
¶

Deleted: ¶
¶

Deleted: ---------------------------------Page Break---------------------------------

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶
¶

PUR103 Receiving And Inspection   page 4 of 10

Deleted: ----------------------Page Break----------------------

218

Accounting Policies, Procedures and Forms

PUR103 Ex1 RECEIVING LOG

Date	Sender	Carrier	# Pkgs.	Received By

Deleted: ¶
¶

PUR103 Receiving And Inspection   page 5 of 10

219

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶

PUR103 Receiving And Inspection   page 6 of 10

220

Accounting Policies, Procedures and Forms

PUR103 Ex2 RECEIVING AND INSPECTION REPORT

PART I RECEIVING   Date: _____

Vendor/Supplier/Subcontractor: _____

      P.O. Or Contract No.:   _____

Item No.	Description	INSPECTION Criteria	QUANTITIES				
			Ordered	Received	Inspected	Accepted	Rejected

Received By:_____

PART II INSPECTION

Inspected By:_____

Sample Lot   Conformance/Discrepancies to Specifications

		YES	NO		YES	NO
Lot Size:_____	Shipping Damage			Functional		
	Markings/Finish			Dimensions		
Sample Qty:_____	Attributes			Other		

Accepted:_____   Date:_____Rejected:_____Date:_____

Place in Stock   Cause for Rejection:_____

Forward to Next Operation   _____

PART III REJECTED PARTS DISPOSITION

Return to Vendor   Conditional Acceptance Approvals

Signature   Signature

Remarks:_____

Further comments may be noted on back of report or additional sheets if necessary.

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

PUR103 Receiving And Inspection   page 8 of 10

222

Accounting Policies, Procedures and Forms

PUR103 Ex3 INVENTORY INSPECTION LEVELS

The following are generic descriptions of the type of inspections that should be performed for various classes of inventory items. These descriptions are not completely comprehensive for all the possible types of inventory that can be received and therefore, the inspector should use appropriate judgment to determine any special inspection procedures that may be necessary for unique items.

The inspection levels are intended to be cumulative in that higher level inspections will also include all lower level inspection procedures.

The percentage of the total parts inspected will be according to the part number specifications. For example, an inspection level indication of "Level II, 25" would require that 25% of the parts received in the shipment will be examined at a Level II inspection.

If defects or rejected items are discovered within a shipment and less than a 100% inspection has been performed, the receiving inspector will consult with the Quality Control Manager to determine the appropriate action for assurance of the remainder of the shipment.

Level I: Visual inspection of the shipment or lot. Items appear reasonably to match packing list description(s). Nothing comes to the attention of the inspector as noticeable defects or as unusual and unordinary.

Level II: Actual hands-on visual inspection of individual parts. Each part inspected will be analyzed for the quality of workmanship and construction and the appearance of any defects.

Level III: A functional test of the part will be performed as appropriate for the item. For example, pneumatic parts should indicate function when attached to compressed air source; moving parts should rotate, slide etc.; electrical components should operate, light, etc.

Level IV: The part will be inspected against a set performance or measurement standard as indicated in the part file. For example, structural items will be measured for compliance to drawings within specified tolerances; electrical and mechanical devices will function according to specified performance standards.

Deleted: ¶

PUR103 Receiving And Inspection   page 9 of 10

223

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶
¶

PUR103 Receiving And Inspection   page 10 of 10

224

Accounting Policies, Procedures and Forms

SOP # PUR104 Revision: 4   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **PUR104 ACCOUNTS PAYABLE AND CASH DISBURSEMENTS**

Policy: Internal controls are required to ensure that only valid and authorized payables are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments. All accounts payable and cash disbursements will have documented pre-approval, and the authorization limits are stated in the below Responsibilities section.

Purpose: To explain the practices for documenting, recording and issuing payments for accounts payable transactions. (Note: Payments, disbursements, and expenditures result from accounts payable transactions)

Scope: This procedure applies to all purchases including, contractors, consultants, and merchandise and non-merchandise purchases.

Responsibilities:

The Principal at each school site is responsible for reviewing and approving payments under $5,000 in the purchase software, in accordance with the approved budget.

The Chief Financial Officer is responsible for reviewing and approving payments up to $10,000 in accordance with the approved budget. The Chief Executive Officer may assign the Chief Academic Officer, the Chief Operations Officer, the Chief External Officer or Regional Directors the authority to approve expenditures up to $10,000.

The Chief Executive Officer is responsible for reviewing and approving payments over $10,000 in accordance with the board approved budget, as well as up to $10,000 for non-budgeted items.

Back-office provider is responsible for payment of invoices in a timely manner.

Background: Properly recording liabilities is generally a three-step process, particularly, for merchandise purchases.

The first step is recording the liability upon receipt of merchandise, using the purchase order estimates or other documentation as a guideline. For accuracy and timeliness of data, a liability should be recorded as soon as the Organization receives the purchased items.

Consultant projects are not recognized as a liability until the invoicing from the consultant is received unless and accrual has been recorded to recognize the total estimated cost of the consultant's services.

PUR104 Accounts Payable and Cash Disbursements   page 1 of 6

225

Accounting Policies, Procedures and Forms

By necessity, this initial recording is usually an estimate or encumbrance and can be finalized when the actual invoice arrives. This is why a Purchase Order is so important for merchandise purchases. It documents the Organization's understanding of how much each item will cost, per the vendor's terms. This includes estimates for freight and any other charges.

The second step takes place when the vendor's invoice is received. At this point the actual liability is finalized, with any necessary adjustments to the item costs, freight, or other charges.

The third step involves the preparation, issuance of payment for the goods received, and subsequent filing of all paperwork for easy retrieval.

Procedure Overview:

Cash disbursements are generally made for:

1. Payments to vendors for goods and services
2. Taxes/license fees
3. Staff training and development
4. Memberships and subscriptions
5. Meeting expenses
6. Employee reimbursements
7. Marketing/promotional materials Checks

are processed throughout the week.

Requests for cash disbursements are submitted to Accounting through the purchasing software. Documentation for the purchasing software requests can be in three ways:

1. Original invoice
2. Purchase request (submitted on approved form)
3. Employee expense report or reimbursement request

All invoices must be approved by the appropriate staff prior to being submitted to accounts payable. Accounts payable will determine the account code for each invoice.

Approvals for reimbursement requests must be obtained prior to the purchase. The Organization is not obligated to reimburse requests where prior approval was not obtained; however this decision is made at the discretion of the Chief Financial Officer.

Every employee reimbursement or purchase request must be documented in the purchasing software. Please see PUR106 Reimbursements for more details.

Deleted: ¶
¶

PUR104 Accounts Payable and Cash Disbursements   page 2 of 6

226

Accounting Policies, Procedures and Forms

Requests for payment are reviewed in the purshasig software by the Principal, Controller, or Chief Financial Officer dependent on purchase amount. The appropriate personnel:

1. Verifies expenditure and amount
2. Approves for payment if in accordance with budget
3. Provides or verifies appropriate allocation information
4. Provides date of payment taking into account cash flow projections
5. Submits to the Finance team for processing

Back-office provider processes all payments and:

1. Immediately enters them into the Accounts Payable module unless it is paid upon receipt on the same day
2. Prints checks according to allocation and payment date provided by the authorizing party
3. Submits checks, with attached backup documentation, to Chief Financial Officer for approval and signature.
4. Stamps invoice "paid"
5. Mails checks and appropriate backup documentation
6. Files all backup documentation in the appropriate file
7. Monitors accounts payable throughout the month

Procedure:

1.0 DOCUMENTING ACCOUNTS PAYABLE

1.1 The following documents will be forwarded to Back-office provider accounts payable as a pdf batch for temporary filing and subsequent matching to form an accounts payable voucher package:

- Purchase Order from the purchasing software
- Vendor invoice
- Vendor/Consultant contract

1.2 Once Back-office provider has received all of the above documents, the following steps will be performed to ensure proper authorization, validity of purchase, receipt of purchased items or services and accuracy of amounts.

The purchase order should be evaluated for proper authorization and the nature of the purchase and pricing as shown on the invoice reviewed for validity.

Deleted: ¶
¶

PUR104 Accounts Payable and Cash Disbursements   page 3 of 6

227

Accounting Policies, Procedures and Forms

- The quantities shown shipped or delivered on the invoice will be compared to the packing slip and/or receiving reports if items have been received. Any discrepancies must be followed-up and resolved prior to commencing with the disbursement process.

- Calculations on the invoice will be recomputed such as quantities received multiplied by unit price and totals.

- Purchases of items and service contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorized approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.

2.0   RECORDING NON-MERCHANDISE PAYABLES

2.1   Non-merchandise expenditures like utilities, rent, insurance, taxes, repairs, professional fees, etc., are generally not recorded through the purchase order routine. However, there may be other documentation, like contracts, requisitions, and other agreements. These should be filed in the applicable vendor file as documentary support. Upon receipt of the invoice, the charges should be entered into the payable system and coded to the appropriate expense account.

2.2   Generally, once invoices (both merchandise and non-merchandise) have been entered, they can be filed in the respective vendor files, ordered by date. To guard against misfiling an un-entered invoice, consider stamping "entered" on each invoice when it's recorded in accounts payable. It is also helpful to note the entered date and initial the entry.

3.0   PAYMENT OF ACCOUNTS PAYABLE

3.1   Accounts payable systems generally provide an aged accounts payable report and list the open payables within the accounting system. Open payables are reviewed by the Finance team. The Finance team should select the bills to be paid based on the funds available and a projection of cash flow or receipts over the coming week. Once complete, process the disbursements by either printing the check, electronic online bill pay, wire transfer, or ACH withdrawal for the selected bills to be paid.

Note: Accounts payable should normally be paid within 15 business days unless otherwise determined by the Chief Financial Officer.

3.2   Any vendor credits which are amounts owed to the Organization should be applied to amounts currently owed to the vendor when determining payment. These are normally received in the form of a credit memo or adjusting invoice. These should be entered into the system like any other invoice and applied to the next payment being made. There is no reason to "age" a credit memo.

3.3   Pull all Invoices to be paid from the files and match them with the printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation. Present the materials to the Chief Financial Officer for review and signing.

PUR104 Accounts Payable and Cash Disbursements   page 4 of 6

228

Accounting Policies, Procedures and Forms

3.4 Immediately ensure that all printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation are signed and approved and correctly recorded in the accounting system. Stamp the invoices "paid" to document they've been paid. Use only checks that incorporate a two stub plus check form in order to attach one stub to the paid invoice and the other to the remittance copy of the Invoice.

3.5 If one check or electronic online bill pay pays several Invoices then either photocopy the stub or print the electronic online bill pay screen print and attach a copy to each paid Invoice or consider attaching all paid Invoices to the one check stub or the electronic online bill pay document. File all resulting documentation according to check number sequentially in the checks paid binders.

3.6 Mail the checks as soon as possible once checks have been posted and "paid" by the system. It is not advisable to "hold" checks for additional days after posting. This practice usually occurs when there are insufficient cash flows. However holding checks increases the difficulty of projecting cash flow, reduces cash balance accuracy, and causes confusion when trying to reconcile accounts payable vendor balances. None of these balances will be accurate if printed checks are held back from mailing. If cash flow is insufficient to mail the checks, then it is advisable not to post and print checks in the first place.

4.0 **MANUAL CHECKS**

4.1 The Organization does not permit the use of manual checks.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**2/13/15**	Revision of Purchase limits	Oswaldo Diaz, CFO
2	**11/12/15**	Inclusion of back-office provider service provider process	Oswaldo Diaz, CFO
3	**6/6/16**	Policy revision	Oswaldo Diaz, CFO
4	9/5/17	Revision to clarify processes and positions	

Deleted: ¶

Deleted: ¶

Page Break

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶
¶

PUR104 Accounts Payable and Cash Disbursements   page 6 of 6

230
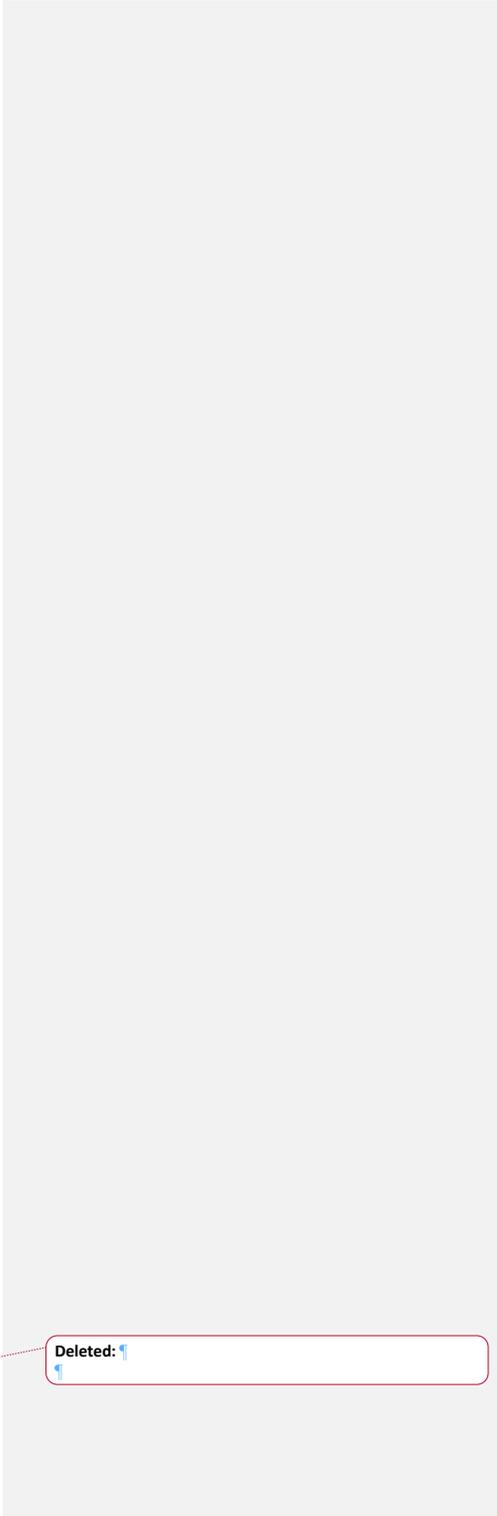
Accounting Policies, Procedures and Forms

SOP # PUR105 Revision: 2   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **PUR105 PREPAID EXPENSES**

Policy: It is the policy of MERF to treat payments of expenses that have a time- sensitive future benefit as prepaid expenses and to amortize these items over the corresponding time period. For purposes of this policy, prepaids are only accounted for at the end of the fiscal year and the amount that is considered to be prepaid remains at the discretion of the Chief Financial Officer.

Purpose: To ensure the proper payment and accounting of expenses that have a future benefit allocated over time.

Scope: Any transaction that is currently paid that has a value that can be amortized over a future time period.

Responsibilities:

The Chief Financial Officer is responsible for reviewing and authorizing prepaid expenses.

The Finance Department with the support of Back-office provider is responsible for processing prepaid payments and amortizing the prepaid cost of the expected future life of the prepaid asset.

Background: Prepaid expenses are very common and allow the Organization to on occasion take advantage of pre-paying for certain expenses and thus recovering discounts or ensuring that a certain expense is fully paid.

Procedure:

1.0   ACCOUNTING TREATMENT

1.1   Prepaid expenses with future benefits that expire within one year from the date of the financial statements shall be classified as current assets. Prepaid expenses that benefit future periods beyond one year from the financial statements date shall be classified as non-current assets.

2.0   PROCEDURES

2.1   As part of the account coding process performed during the processing of accounts payable at the end of the fiscal year, all incoming vendor invoices shall be reviewed for the existence of time-sensitive future benefits. If future benefits are identified, the payment shall be coded to a prepaid expense account code.

2.2   The Finance Department shall maintain a schedule of all prepaid expenses. The schedule shall indicate the amount and date paid, the period covered by the prepayment, the purpose of the prepayment, and the monthly amortization. This

| Deleted: <#>¶ |
| Deleted: <#>¶ |
| Deleted: ¶ |

PUR105 Prepaid Expenses   page 1 of 2

231

Accounting Policies, Procedures and Forms

schedule shall be reconciled to the general ledger balance as part of the monthly closeout process.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**11/12/15**	Revision of responsibilities	Oswaldo Diaz, CFO
2	9/5/17	Revision to clarify processes and positions	

Deleted: ¶
¶
¶
¶
¶
¶
¶

PUR105 Prepaid Expenses   page 2 of 2

232

Accounting Policies, Procedures and Forms

SOP # PUR106 Revision: 3   **Prepared by: Central Office**
Effective Date: 9/5/17   **Approved by: BOD**

Title: **PUR106 REIMBURSEMENTS**

Policy: Internal controls are required to ensure that only valid and authorized reimbursements are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments.

Purpose: To explain the practices for documenting, recording and issuing payments for reimbursement transactions.

Scope: This procedure applies to all reimbursements.

Responsibilities:

The Principal at each school site is responsible for reviewing and approving payments under $5,000 in the purchasing software, in accordance with the approved budget.

The Chief Financial Officer is responsible for reviewing and approving payments up to $10,000 in accordance with the approved budget. The Chief Executive Officer may assign the Chief Academic Officer, the Chief of Staff, the Chief External Officer or Regional Directors the authority to approve expenditures up to $10,000.

The Chief Executive Officer is responsible for reviewing and approving payments over $10,000 in accordance with the board approved budget, as well as up to $10,000 for non-budgeted items.

Back-office provider Accounts payable is responsible for payment of reimbursements in a timely manner. A timely manner is defined as within two weeks of submission.

Background: Properly recording reimbursements is generally a three-step process.

The first step is accurately submitting reimbursement receipts along with a reimbursement authorization form.

The second step is obtaining the appropriate authorization.

The third step involves the preparation, issuance of reimbursement payment in a timely manner, and subsequent filing of all paperwork for easy retrieval.

Procedure Overview:

Reimbursements are generally made for:

1. Travel and conferences
2. Mileage

Deleted: ¶
¶

PUR106 Reimbursements   page 1 of 6

233

Accounting Policies, Procedures and Forms

3. Meals

4. School/classroom supplies

5. Allowable academic expenses

6. Student awards

7. Other expenses

Reimbursement checks are processed on three week cycle or sooner.

Requests for cash disbursements are submitted to Accounting through the purchasing software. Documentation for purchasing software requests can be in three ways:

1. Original invoice

2. Purchase request (submitted on approved form)

3. Employee expense report or reimbursement request

All reimbursement requests must be approved by the appropriate staff prior to being submitted to accounts payable. Accounts payable will determine the account code for each invoice.

Every employee reimbursement or purchase request must be documented in the purchasing software with travel authorization, receipts, nature of business, program allocation, and funding source (if applicable) before approving for reimbursement as follows:

Travel and Conferences - an itemized receipt from the hotel detailing all charges, the person(s) for whom the lodging was provided, and the specific business purpose. This includes itemized receipts for parking, tolls and bridges, car rentals, taxis, and conference receipts not to exceed the current Government Services Administration (GSA) per diem rates. Current rates are available at www.gsa.gov/perdiem. (See G&A103, Travel and Entertainment policy for more detailed information.)

> **Car Rentals** – When possible, advance approvals are recommended. The employee is required to make their own car rental arrangements. Vehicle selection will be based upon the most cost-effective class that satisfies requirements for the employee(s) and any demonstration equipment.

> **Supplemental auto insurance coverage offered by car rental agencies must be purchased and will be reimbursed.**

Mileage/Personal Vehicles - An employee required to use their own automobile for business will be reimbursed in accordance with the current IRS mileage reimbursement rate. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip.

PUR106 Reimbursements   page 2 of 6

234

Deleted: ¶

Deleted: ¶

Deleted: ¶

Accounting Policies, Procedures and Forms

The Organization assumes no responsibility for personal automobiles used for business. Further, any parking or speeding violation is the sole responsibility of the employee.

Meals and Entertainment - a receipt must be provided showing the cost of food, beverage, and gratuities, including the names of every person for whom food or beverage was provided, and the specific business purpose. Entertainment expenses are disallowed. Meals are reimbursed based on actual receipt amounts not to exceed the following; Breakfast: $7.00, Lunch: $13.00, Dinner: $20.00

Meal and Entertainment tips are limited to 15% (unless automatically assessed by the eating establishment) of the pre-tax meal total cost and any tip that is in excess of the pre-tax meal total cost will not be reimbursed. For example, a meal that costs $10 may have an 8% sales tax bringing the total meal price before tip to
$10.80. Figure the tip on the $10 amount at 15% or $1.50 and that amount of tip or less is reimbursable. If you tipped more than a $1.50, that difference is not reimbursable. You are always allowed to tip less than 15% should you choose to do so.

School/Classroom Supplies, Allowable Academic Expenses, and Student Awards – these expenditures are subject to the approval of the Principal. Gifts of any kind are never allowed. Student awards may only be paid from non-ADA and unrestricted sources. In other words, student awards may be paid from unrestricted fundraising or from other unrestricted sources of income, subject to approval of the Principal and/or Central Office.

Other Expenditures - a receipt from the vendor detailing all goods or services purchased (including the class of service for transportation) and the specific business purpose.

Non-Reimbursable Expenses - Some expenses are not considered valid business expenses by the Organization, yet may be incurred for the convenience of the traveling individual. Since these are not expenses for the business then they are not reimbursable. (The following can be used as a guide of expenses, which are not reimbursable)

Examples include:

- Airline or travel trip interruption insurance
- Airline or travel lounge clubs
- Shoe shine or Dry-cleaning (except for extended travel beyond 5 days)
- Movies or personal entertainment
- Books, magazines or newspapers
- Theft or loss of personal property
- Doctor bills, prescriptions, or other medical services

PUR106 Reimbursements   page 3 of 6

235

Accounting Policies, Procedures and Forms

- Parking tickets, traffic tickets or Car towing if illegally parked
- Health club memberships
- Baby sitter or Pet care fees
- Barbers and Hairdressers

Requests for reimbursement payments are reviewed in the purchasing software by the Principal, Chief Financial Officer, or Chief Executive Officer, dependent on purchase amount. The appropriate personnel:

1. Verifies and matches expenditure and amount
2. Approves for payment if in accordance with budget
3. Provides or verifies appropriate allocation information
4. Provides date of payment taking into account cash flow projections
5. Submits to the Finance team for processing Accounts

Payable processes all payments and:

1. Immediately enters them into the Accounts Payable module, unless paid upon receipt on the same day
2. Prints checks according to allocation and payment date provided by the approving party
3. Submits checks, with attached backup documentation, to Chief Financial Officer for approval and signature
4. Stamps invoice "paid"
5. Mails checks and appropriate backup documentation
6. Files all backup documentation in the appropriate file
7. Monitors accounts payable throughout the month

Procedure:

1.0   DOCUMENTING REIMBURSEMENTS

All business reimbursement expenditures incurred by employees of the Organization are reimbursed through the purchasing software. Reimbursement receipts must be submitted monthly and any receipt that is older than 60 days will not be reimbursed at the discretion of the Chief Financial Officer.

Expense report forms must be filled out completely. Required original receipts for items charged must accompany all reimbursement documentation as well as uploaded into the purchasing software. Any questions regarding completion of the report should be directed to the employee's supervisor or the Finance Team.

PUR106 Reimbursements   page 4 of 6

236

Accounting Policies, Procedures and Forms

Upon completion, the expense report along with all attachments should be submitted to the employee's appropriate supervisor in the purchasing software for approval. After approval, the expense report is submitted to the Finance Team for processing and reimbursement. In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented.

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/14/13**	Initial Release	
1	**2/13/15**	Amount limit changes. Mileage reimbursement rate.	Oswaldo Diaz, CFO
2	**11/12/15**	Inclusion of back office service provider and amount limit changes.	Oswaldo Diaz, CFO
3	9/5/17	Revision to clarify processes and positions	

Deleted: ¶

Deleted: ¶

PUR106 Reimbursements page 5 of 6

237

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

Deleted: ¶
¶

PUR106 Reimbursements   page 6 of 6

238

Accounting Policies, Procedures and Forms

SOP # PUR107 Revision: 2	**Prepared by: Central Office**
Effective Date: 6/06/16	**Approved by: BOD**

Title: **PUR107 BIDDING REQUIREMENTS**

Policy: To ensure the establishment of bidding requirements relating to multi-year service contracts, and to maintain the internal controls of the selection process.

Purpose: To provide the methods for determining a bidding process, documentation requirements, and award of contracts.

Scope: This procedure applies to all vendors of services.

Responsibilities:

Purchasing Agent or School Principal is responsible for providing a summary and justification related to the potential proposal.

Selection Committee is responsible for the review and recommendation of all contracts over $25,000.

Chief Executive Officer and/or Chief Financial Officer is/are responsible for the examination of the bidding and selection process of all contracts above $25,000.

Board of Directors are responsible for the approval of all bidding contracts above $25,000.

Procedure:

1.0 BIDDING REQUIREMENTS AND PROCESS

1.1   New service contracts in excess of $25,000 shall be formally bid in accordance with the following:

- Request for Proposals (RFP): RFP requirements should include contract purpose, background, description of service, general information, time requirements, proposal requirements, and evaluation process.

- Public Notice: RFP will be posted in the Organization's website.

- Prospective Vendors: Selection Committee shall maintain a list of prospective vendors for the various categories of products and services purchased by the organization. All schools or departments should refer prospective vendors to the purchasing department for inclusion in the bidder file.

- Pending Bid File: A file shall be maintained by the selection committee of all invitations to bid currently pending.

- Evaluation: Evaluation of services and vendors will be in accordance with the RFP specifications and policy PUR101 vendor selection.

PUR107 Vendor Selection   page 1 of 5

239

Accounting Policies, Procedures and Forms

- Bidder Files: Bidder files shall be maintained retaining the bids, bid comparison sheets, other submittals, and rationale in award. These bids shall be made available for the public upon request for a period of ninety (90) days after which time they will be archived for two (2) years.

- Bidding of contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorized approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.

Deleted: ¶

Vendor Selection Requirements			
	Less than $5,000	**Between $5,000 and $25,000**	**Greater than $25,000**
Bid process required?	No	Quotes or estimates	RFP
Acceptable forms of price comparison	N/A	Email, published catalogs, written	Written only
Minimum number of bids required	0	3	3
Submit bid documentation to the Procurement Office?	No	Yes	Yes

2.0 NONCOMPETITIVE NEGOTIATIONS

2.1 Noncompetitive negotiations may be used for procurements in excess of $25,000 when bidding or competitive negotiations are not feasible. MPS may purchase goods and services through non-competitive negotiations when it is determined in writing by the Chief Executive Officer that competitive negotiation or bidding is not feasible and that:

- An emergency exists which will cause public harm as a result of the delay caused by following competitive purchasing procedures, or

- The product or service can be obtained only from one source, or

- The contract is for the purchase of perishable items purchased on a weekly or more frequent basis, or

- Only one satisfactory proposal is received through RFP, or

- The charter authorizer has authorized the particular type of noncompetitive negotiation.

3.0 STANDARDS OF CONDUCT

The following Standards of Conduct shall govern the performance, behavior and actions of MPS including, employees, officers, directors, volunteers and agents, who are engaged in any aspect of procurement, including – but not limited to – purchasing goods and services; awarding contracts and grants; or the administration and supervision of contracts.

Deleted: ¶

Accounting Policies, Procedures and Forms

As representatives of MPS, all employees, officers, directors, volunteers and agents are expected to conduct themselves in a professional and ethical manner, maintaining high standards of integrity and the use of good judgment. Employees are expected to be principled in their business interactions and act in good faith with individuals both inside and outside MPS.

3.3   Conflict of Interest

      3.3.1   No employee, officer, director, volunteer or agent of the MPS shall participate in the selection, award or administration of a bid or contract supported by federal funds if a conflict of interest is real or apparent to a reasonable person.

      3.3.2   Conflicts of interest may arise when any employee, officer, director, volunteer or agent of the MPS has a financial, family or any other beneficial interest in the vendor firm selected or considered for an award.

      3.3.3   No employee, officer, director, volunteer or agent of the MPS shall do business with, award contracts to, or show favoritism toward a member of his/her immediate family, spouse's family or to any company, vendor or concern who either employs or has any relationship to a family member; or award a contract or bid which violates the spirit or intent of Federal, State and local procurement laws and policies established to maximize free and open competition among qualified vendors.

      3.3.4   MPS's employees, officers, directors, volunteers or agents shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value in excess of twenty-five dollars ($25) from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

4.0   ACCEPTANCE OF GRATUITIES

MPS's employees, officers, directors, volunteers or agents shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

5.0   DISCIPLINARY ACTIONS

Any MPS member, employee or designated agent of MPS who knowingly and deliberately violates the provisions of this code will be open to civil suit without the legal protection of MPS. Furthermore, such a violation of these procurement standards is grounds for dismissal by MPS as an employee, officer, director, volunteer or agent; or other such sanctions as available under the law.

Any contractor or potential contractor who knowingly and deliberately violates the provisions of these procurement standards will be barred from future transactions with MPS.

PUR107 Vendor Selection page 3 of 5

241

Deleted: 5¶

Deleted: ¶
¶

Deleted: -----------------Page Break-----------------

Accounting Policies, Procedures and Forms

Revision History:

Revision	Date	Description of changes	Requested By
0	**2/16/15**	Initial Release	Oswaldo Diaz, CFO
1	**3/10/16**	Policy Revision	Oswaldo Diaz, CFO
2	**6/06/16**	Policy Revision	Oswaldo Diaz, CFO

Deleted: ¶
¶

PUR107 Vendor Selection   page 4 of 5

Deleted: ----------------------Page Break----------------------

242

Accounting Policies, Procedures and Forms

[This page intentionally left blank]

PUR107 Vendor Selection   page 5 of 5

243

Cover Sheet

2019-20 Certification of Assurances, Protected Prayer Certification, Application for Funding

Section: II. Consent Item
Item: E. 2019-20 Certification of Assurances, Protected Prayer Certification,
Application for Funding
Purpose: Vote
Submitted by:
Related Material:

II E Cert of Assurances, Protected Prayers and Application for Funding 2019-20.pdf

![Magnolia Public Schools logo]

Board Agenda Item #	II E- Consent Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	2019-20 Certification of Assurances, Protected Prayer Certification, Application for Funding

Proposed Board Recommendation

I move that the Board approves the 2019-20 Certification of Assurances, 2019-20 Protected Prayer Certification, 2019-20 Application for Funding and General Assurances as presented.

Background

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. The items required to be approved by the Board are attached herein. The documents listed above should be approved no later than June 30, 2018 for the upcoming fiscal year.

Budget Implications

None

How Does This Action Relate/Affect/Benefit All MSAs?

Submission of Consolidated Application to CDE for all school sites as a requirement to receive categorical funds.

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer

250 E. 1ˢᵗ Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

<u>Attachments</u>

2018-19 Certification of Assurances

2018-19 Protected Prayer Certification

2018-19 Application for Funding

2018-19 General Assurances

California Department of Education   **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:07 PM

2019-20 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca19assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Signature	
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019

California Department of Education   **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:06 PM

2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

R02

California Department of Education   **Consolidated Application**

Magnolia Science Academy 2 (19 10199 0115212)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:19 PM

2019-20 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca19assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Signature	
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019

California Department of Education   **Consolidated Application**

Magnolia Science Academy 2 (19 10199 0115212)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:19 PM

2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education   **Consolidated Application**

Magnolia Science Academy 3 (19 10199 0115030)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:25 PM

2019-20 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca19assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Signature	
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019

Report Date:6/3/2019

R02

Page 1 of 2

California Department of Education   **Consolidated Application**

Magnolia Science Academy 3 (19 10199 0115030)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:25 PM

2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education   **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:27 PM

2019-20 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca19assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Signature	
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019

California Department of Education   **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:26 PM

2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education   **Consolidated Application**

Magnolia Science Academy 5 (19 10199 0137679)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:34 PM

2019-20 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca19assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Signature	
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019

Report Date:6/3/2019

R02

Page 1 of 2

California Department of Education   **Consolidated Application**

Magnolia Science Academy 5 (19 10199 0137679)

2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education   **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:35 PM

2019-20 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca19assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Signature	
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019

California Department of Education   **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:35 PM

2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education   **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:37 PM

2019-20 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca19assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Signature	
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019

California Department of Education   **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:36 PM

2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

R02

California Department of Education   **Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:39 PM

2019-20 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca19assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Signature	
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019

Report Date:6/3/2019

R02

Page 1 of 2

California Department of Education

Consolidated Application

Magnolia Science Academy Bell (19 64733 0122747)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:39 PM

2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

R02

California Department of Education   **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:48 PM

2019-20 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca19assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Signature	
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019

R02

California Department of Education   **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:48 PM

2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education   **Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:49 PM

2019-20 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca19assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Signature	
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019

California Department of Education

Consolidated Application

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 5:49 PM

2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Nanie Montijo
Authorized Representative's Title	CFO
Authorized Representative's Signature Date	06/13/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

California Department of Education   **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 12:56 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/13/2019

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

California Department of Education   **Consolidated Application**

Magnolia Science Academy (19 10199 6119945)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 12:56 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student Support)	Yes
ESSA Sec. 1112(b) SACS 4127	

Report Date:6/3/2019   Page 2 of 2

R02

California Department of Education   **Consolidated Application**

Magnolia Science Academy 2 (19 10199 0115212)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 12:59 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/13/2019

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

Report Date:6/3/2019

R02

Page 1 of 2

California Department of Education   **Consolidated Application**

Magnolia Science Academy 2 (19 10199 0115212)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 12:59 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student Support)	Yes
ESSA Sec. 1112(b) SACS 4127	

Report Date:6/3/2019

R02

Page 2 of 2

California Department of Education   **Consolidated Application**

Magnolia Science Academy 3 (19 10199 0115030)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:00 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/13/2019

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

Report Date:6/3/2019   R02   Page 1 of 2

California Department of Education   **Consolidated Application**

Magnolia Science Academy 3 (19 10199 0115030)

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, <u>conappsupport@cde.ca.gov</u>, 916-319-0297

Title IV, Part A (Student Support)	Yes
ESSA Sec. 1112(b) SACS 4127	

Report Date:6/3/2019   Page 2 of 2

R02

California Department of Education   **Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:01 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/13/2019

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

Report Date:6/3/2019   Page 1 of 2

R02

California Department of Education　　　　　　　**Consolidated Application**

Magnolia Science Academy 4 (19 64733 0117622)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:01 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student Support)	Yes
ESSA Sec. 1112(b) SACS 4127	

Report Date:6/3/2019

R02

Page 2 of 2

California Department of Education   **Consolidated Application**

Magnolia Science Academy 5 (19 10199 0137679)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:02 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, <u>conappsupport@cde.ca.gov</u>, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/13/2019

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date:6/3/2019   Page 1 of 2

R02

California Department of Education   **Consolidated Application**

Magnolia Science Academy 5 (19 10199 0137679)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:02 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, <u>conappsupport@cde.ca.gov</u>, 916-319-0297

Title IV, Part A (Student Support)	Yes
ESSA Sec. 1112(b) SACS 4127	

Report Date:6/3/2019

R02

Page 2 of 2

California Department of Education	**Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:03 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, <u>conappsupport@cde.ca.gov</u>, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/13/2019

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

Report Date:6/3/2019

R02

Page 1 of 2

California Department of Education   **Consolidated Application**

Magnolia Science Academy 6 (19 64733 0117648)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:03 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student Support)	Yes
ESSA Sec. 1112(b) SACS 4127	

Report Date:6/3/2019

R02

Page 2 of 2

California Department of Education   **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:05 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/13/2019

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

Report Date:6/3/2019

R02

Page 1 of 2

California Department of Education   **Consolidated Application**

Magnolia Science Academy 7 (19 64733 0117655)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:05 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student Support)	Yes
ESSA Sec. 1112(b) SACS 4127	

Report Date:6/3/2019   Page 2 of 2

R02

California Department of Education   **Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:06 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, <u>conappsupport@cde.ca.gov</u>, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/13/2019

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

California Department of Education   **Consolidated Application**

Magnolia Science Academy Bell (19 64733 0122747)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:06 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, <u>conappsupport@cde.ca.gov</u>, 916-319-0297

Title IV, Part A (Student Support)	Yes
ESSA Sec. 1112(b) SACS 4127	

California Department of Education	**Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

<div align="right">

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:07 PM

</div>

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, <u>conappsupport@cde.ca.gov</u>, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/13/2019

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

California Department of Education   **Consolidated Application**

Magnolia Science Academy Santa Ana (30 76893 0130765)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:07 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, <u>conappsupport@cde.ca.gov</u>, 916-319-0297

Title IV, Part A (Student Support)	Yes
ESSA Sec. 1112(b) SACS 4127	

Report Date:6/3/2019

Page 2 of 2

R02

California Department of Education	**Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:08 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, <u>conappsupport@cde.ca.gov</u>, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/13/2019

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable as we are an independent charter school

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

California Department of Education   **Consolidated Application**

Magnolia Science Academy San Diego (37 68338 0109157)

Status: Draft
Saved by: Karl Yoder
Date: 6/3/2019 1:08 PM

2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student Support)	Yes
ESSA Sec. 1112(b) SACS 4127	

Report Date:6/3/2019   Page 2 of 2

R02

General Assurances 2019-20

General Assurances provided by Legal for Funding forms and tools.

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR)

2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.

3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.

4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.

5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)

6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 11 §1118(b)(1))

7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.

8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)

9. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)

10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary

deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 2 CFR 200.333)

11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)

12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.

13. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)

14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §6318; PL 111-95, §1116(b)(4))

15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 11-95, §8524 and 20 USC §7904.

16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 11-95, §1117(d)(1))

17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B); PL 114-95, §8306)

18. The LEA will participate in the California Assessment of Student Performance and Progress. EC §60640, et seq.)

19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))

20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of *EC* Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective

communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)

21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)

22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)

23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002)

24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))

25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (*EC* §48438)

26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

28. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management Web page at https://www.sam.gov/portal/SAM/#1.

Questions: Education Data Office I conappsupport@cde.ca.gov I 916-319-0297
Last Reviewed: Tuesday, May 16, 2017

Cover Sheet

Approval of 2019-20 EPA Spending Plans for all MPS

Section: II. Consent Item
Item: F. Approval of 2019-20 EPA Spending Plans for all MPS
Purpose: Vote
Submitted by:
Related Material: II F EPAs.pdf

Board Agenda Item #	Agenda # II F Consent Item
Date:	June 13, 2018
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Approval of 2019-2020 EPA Spending Plans for all MPS

Proposed Board Recommendation

I move that the Board approved the 2019-20 EPA Spending Plans for all MPS sites.

Background

Proposition 30, *The Schools and Local Public Safety Protection Act of 2012,* approved by the voters on November 6, 2012, temporarily increases the state's sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs will receive EPA payments quarterly beginning with the 2013-2014 Fiscal Year.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs. (Refer to the attached list of functions for which EPA funds may be used.)
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

Budget Implications

Projected EPA funding is included n the 2019-20 proposed budget expenditures in accordance with the EPA guidelines provided by the state.

How Does This Action Relate/Affect/Benefit All MSAs?

All MPS sites budgets are in compliance with EPA guidelines.

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer

Attachments

EPA Board Resolution FY 2019-20
EPA Resolution and Summary of Spending Plans – All MPS School Sites

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT
Magnolia Public Schools
20190613-3

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies

1

received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

2

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1.   The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of **Magnolia Public Schools**;

2.   In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **Magnolia Public Schools** has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____

                                         Board Secretary

3

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:
(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 1

Expenditures for Years Ending June 30, 2018, 2019 & 2020
For Fund 62, Resource 1400 Education Protection Account

Description	Object Codes	2017-18 (Audited)	2018-19 (Projected)	2019-20 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR				
Adjusted Beginning Fund Balance	9791-9795	0.00	0.00	0.00
Education Protection Account Revenue	8010-8099	774,749.00	848,599.00	1,035,749.94
Federal Revenue	8100-8299	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00
All Other Financing Sources	8900-8999	0.00	0.00	0.00
Deferred Revenue	9650	0.00	0.00	0.00
TOTAL AVAILABLE		**774,749.00**	**848,599.00**	**1,035,749.94**
EXPENDITURES AND OTHER FINANCING USES				
Certificated Salaries	1000-1999	774,749.00	848,599.00	1,035,749.94
Classified Salaries	2000-2999	0.00	0.00	0.00
Employee Benefits	3000-3999	0.00	0.00	0.00
Books and Supplies	4000-4999	0.00	0.00	0.00
Subagreements for Services	5100-5199	0.00	0.00	0.00
Other Services & Operating Expenditures	5200-5999	0.00	0.00	0.00
Capital Outlay	6000-6999	0.00	0.00	0.00
Other Outgo	7000-7999	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		**774,749.00**	**848,599.00**	**1,035,749.94**
BALANCE (Total Available minus Total Expenditures)		**0.00**	**0.00**	**0.00**
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**	**100.00%**	**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:
(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 2

Expenditures for Years Ending June 30, 2018, 2019 & 2020
For Fund 62, Resource 1400 Education Protection Account

Description	Object Codes	2017-18 (Audited)	2018-19 (Projected)	2019-20 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR				
Adjusted Beginning Fund Balance	9791-9795	0.00	0.00	0.00
Education Protection Account Revenue	8010-8099	638,778.00	611,657.00	699,123.17
Federal Revenue	8100-8299	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00
All Other Financing Sources	8900-8999	0.00	0.00	0.00
Deferred Revenue	9650	0.00	0.00	0.00
TOTAL AVAILABLE		**638,778.00**	**611,657.00**	**699,123.17**
EXPENDITURES AND OTHER FINANCING USES				
Certificated Salaries	1000-1999	638,778.00	611,657.00	699,123.17
Classified Salaries	2000-2999	0.00	0.00	0.00
Employee Benefits	3000-3999	0.00	0.00	0.00
Books and Supplies	4000-4999	0.00	0.00	0.00
Subagreements for Services	5100-5199	0.00	0.00	0.00
Other Services & Operating Expenditures	5200-5999	0.00	0.00	0.00
Capital Outlay	6000-6999	0.00	0.00	0.00
Other Outgo	7000-7999	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		**638,778.00**	**611,657.00**	**699,123.17**
BALANCE (Total Available minus Total Expenditures)		**0.00**	**0.00**	**0.00**
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**	**100.00%**	**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:
(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 3

Expenditures for Years Ending June 30, 2018, 2019 & 2020
For Fund 62, Resource 1400 Education Protection Account

Description	Object Codes	2017-18 (Audited)	2018-19 (Projected)	2019-20 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR				
Adjusted Beginning Fund Balance	9791-9795	0.00	0.00	0.00
Education Protection Account Revenue	8010-8099	635,291.00	703,828.00	762,193.74
Federal Revenue	8100-8299	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00
All Other Financing Sources	8900-8999	0.00	0.00	0.00
Deferred Revenue	9650	0.00	0.00	0.00
TOTAL AVAILABLE		**635,291.00**	**703,828.00**	**762,193.74**
EXPENDITURES AND OTHER FINANCING USES				
Certificated Salaries	1000-1999	635,291.00	703,828.00	762,193.74
Classified Salaries	2000-2999	0.00	0.00	0.00
Employee Benefits	3000-3999	0.00	0.00	0.00
Books and Supplies	4000-4999	0.00	0.00	0.00
Subagreements for Services	5100-5199	0.00	0.00	0.00
Other Services & Operating Expenditures	5200-5999	0.00	0.00	0.00
Capital Outlay	6000-6999	0.00	0.00	0.00
Other Outgo	7000-7999	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		**635,291.00**	**703,828.00**	**762,193.74**
BALANCE (Total Available minus Total Expenditures)		**0.00**	**0.00**	**0.00**
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**	**100.00%**	**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:
(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 4

Expenditures for Years Ending June 30, 2018, 2019 & 2020
For Fund 62, Resource 1400 Education Protection Account

Description	Object Codes	2017-18 (Audited)	2018-19 (Projected)	2019-20 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR				
Adjusted Beginning Fund Balance	9791-9795	0.00	0.00	0.00
Education Protection Account Revenue	8010-8099	251,527.00	247,102.00	261,270.04
Federal Revenue	8100-8299	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00
All Other Financing Sources	8900-8999	0.00	0.00	0.00
Deferred Revenue	9650	0.00	0.00	0.00
TOTAL AVAILABLE		**251,527.00**	**247,102.00**	**261,270.04**
EXPENDITURES AND OTHER FINANCING USES				
Certificated Salaries	1000-1999	251,527.00	247,102.00	261,270.04
Classified Salaries	2000-2999	0.00	0.00	0.00
Employee Benefits	3000-3999	0.00	0.00	0.00
Books and Supplies	4000-4999	0.00	0.00	0.00
Subagreements for Services	5100-5199	0.00	0.00	0.00
Other Services & Operating Expenditures	5200-5999	0.00	0.00	0.00
Capital Outlay	6000-6999	0.00	0.00	0.00
Other Outgo	7000-7999	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		**251,527.00**	**247,102.00**	**261,270.04**
BALANCE (Total Available minus Total Expenditures)		**0.00**	**0.00**	**0.00**
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**	**100.00%**	**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:
(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 5

Expenditures for Years Ending June 30, 2018, 2019 & 2020
For Fund 62, Resource 1400 Education Protection Account

Description	Object Codes	2017-18 (Audited)	2018-19 (Projected)	2019-20 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR				
Adjusted Beginning Fund Balance	9791-9795	0.00	0.00	0.00
Education Protection Account Revenue	8010-8099	283,811.00	338,007.00	46,916.00
Federal Revenue	8100-8299	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00
All Other Financing Sources	8900-8999	0.00	0.00	0.00
Deferred Revenue	9650	0.00	0.00	0.00
TOTAL AVAILABLE		**283,811.00**	**338,007.00**	**46,916.00**
EXPENDITURES AND OTHER FINANCING USES				
Certificated Salaries	1000-1999	283,811.00	338,007.00	46,916.00
Classified Salaries	2000-2999	0.00	0.00	0.00
Employee Benefits	3000-3999	0.00	0.00	0.00
Books and Supplies	4000-4999	0.00	0.00	0.00
Subagreements for Services	5100-5199	0.00	0.00	0.00
Other Services & Operating Expenditures	5200-5999	0.00	0.00	0.00
Capital Outlay	6000-6999	0.00	0.00	0.00
Other Outgo	7000-7999	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		**283,811.00**	**338,007.00**	**46,916.00**
BALANCE (Total Available minus Total Expenditures)		**0.00**	**0.00**	**0.00**
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**	**100.00%**	**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:
(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 6

Expenditures for Years Ending June 30, 2018, 2019 & 2020
For Fund 62, Resource 1400 Education Protection Account

Description	Object Codes	2017-18 (Audited)	2018-19 (Projected)	2019-20 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR				
Adjusted Beginning Fund Balance	9791-9795	0.00	0.00	0.00
Education Protection Account Revenue	8010-8099	212,391.00	203,158.00	234,884.00
Federal Revenue	8100-8299	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00
All Other Financing Sources	8900-8999	0.00	0.00	0.00
Deferred Revenue	9650	0.00	0.00	0.00
TOTAL AVAILABLE		**212,391.00**	**203,158.00**	**234,884.00**
EXPENDITURES AND OTHER FINANCING USES				
Certificated Salaries	1000-1999	212,391.00	203,158.00	234,884.00
Classified Salaries	2000-2999	0.00	0.00	0.00
Employee Benefits	3000-3999	0.00	0.00	0.00
Books and Supplies	4000-4999	0.00	0.00	0.00
Subagreements for Services	5100-5199	0.00	0.00	0.00
Other Services & Operating Expenditures	5200-5999	0.00	0.00	0.00
Capital Outlay	6000-6999	0.00	0.00	0.00
Other Outgo	7000-7999	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		**212,391.00**	**203,158.00**	**234,884.00**
BALANCE (Total Available minus Total Expenditures)		**0.00**	**0.00**	**0.00**
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**	**100.00%**	**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:

(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 7

Expenditures for Years Ending June 30, 2018, 2019 & 2020
For Fund 62, Resource 1400 Education Protection Account

Description	Object Codes	2017-18 (Audited)	2018-19 (Projected)	2019-20 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR				
Adjusted Beginning Fund Balance	9791-9795	0.00	0.00	0.00
Education Protection Account Revenue	8010-8099	364,463.00	368,515.00	409,598.82
Federal Revenue	8100-8299	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00
All Other Financing Sources	8900-8999	0.00	0.00	0.00
Deferred Revenue	9650	0.00	0.00	0.00
TOTAL AVAILABLE		**364,463.00**	**368,515.00**	**409,598.82**
EXPENDITURES AND OTHER FINANCING USES				
Certificated Salaries	1000-1999	364,463.00	368,515.00	409,598.82
Classified Salaries	2000-2999	0.00	0.00	0.00
Employee Benefits	3000-3999	0.00	0.00	0.00
Books and Supplies	4000-4999	0.00	0.00	0.00
Subagreements for Services	5100-5199	0.00	0.00	0.00
Other Services & Operating Expenditures	5200-5999	0.00	0.00	0.00
Capital Outlay	6000-6999	0.00	0.00	0.00
Other Outgo	7000-7999	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		**364,463.00**	**368,515.00**	**409,598.82**
BALANCE (Total Available minus Total Expenditures)		**0.00**	**0.00**	**0.00**
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**	**100.00%**	**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:
(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - 8

Expenditures for Years Ending June 30, 2018, 2019 & 2020
For Fund 62, Resource 1400 Education Protection Account

Description	Object Codes	2017-18 (Audited)	2018-19 (Projected)	2019-20 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR				
Adjusted Beginning Fund Balance	9791-9795	0.00	0.00	0.00
Education Protection Account Revenue	8010-8099	649,285.00	628,045.00	715,914.78
Federal Revenue	8100-8299	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00
All Other Financing Sources	8900-8999	0.00	0.00	0.00
Deferred Revenue	9650	0.00	0.00	0.00
TOTAL AVAILABLE		**649,285.00**	**628,045.00**	**715,914.78**
EXPENDITURES AND OTHER FINANCING USES				
Certificated Salaries	1000-1999	649,285.00	628,045.00	715,914.78
Classified Salaries	2000-2999	0.00	0.00	0.00
Employee Benefits	3000-3999	0.00	0.00	0.00
Books and Supplies	4000-4999	0.00	0.00	0.00
Subagreements for Services	5100-5199	0.00	0.00	0.00
Other Services & Operating Expenditures	5200-5999	0.00	0.00	0.00
Capital Outlay	6000-6999	0.00	0.00	0.00
Other Outgo	7000-7999	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		**649,285.00**	**628,045.00**	**715,914.78**
BALANCE (Total Available minus Total Expenditures)		**0.00**	**0.00**	**0.00**
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**	**100.00%**	**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:
(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - SA

Expenditures for Years Ending June 30, 2018, 2019 & 2020
For Fund 62, Resource 1400 Education Protection Account

Description	Object Codes	2017-18 (Audited)	2018-19 (Projected)	2019-20 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR				
Adjusted Beginning Fund Balance	9791-9795	0.00	0.00	0.00
Education Protection Account Revenue	8010-8099	139,732.00	128,694.00	129,600.00
Federal Revenue	8100-8299	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00
All Other Financing Sources	8900-8999	0.00	0.00	0.00
Deferred Revenue	9650	0.00	0.00	0.00
TOTAL AVAILABLE		**139,732.00**	**128,694.00**	**129,600.00**
EXPENDITURES AND OTHER FINANCING USES				
Certificated Salaries	1000-1999	139,732.00	128,694.00	129,600.00
Classified Salaries	2000-2999	0.00	0.00	0.00
Employee Benefits	3000-3999	0.00	0.00	0.00
Books and Supplies	4000-4999	0.00	0.00	0.00
Subagreements for Services	5100-5199	0.00	0.00	0.00
Other Services & Operating Expenditures	5200-5999	0.00	0.00	0.00
Capital Outlay	6000-6999	0.00	0.00	0.00
Other Outgo	7000-7999	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		**139,732.00**	**128,694.00**	**129,600.00**
BALANCE (Total Available minus Total Expenditures)		**0.00**	**0.00**	**0.00**
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**	**100.00%**	**100.00%**

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:
(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

MAGNOLIA SCIENCE ACADEMY - SD

Expenditures for Years Ending June 30, 2018, 2019 & 2020
For Fund 62, Resource 1400 Education Protection Account

Description	Object Codes	2017-18 (Audited)	2018-19 (Projected)	2019-20 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR				
Adjusted Beginning Fund Balance	9791-9795	0.00	0.00	0.00
Education Protection Account Revenue	8010-8099	77,596.00	78,074.00	89,410.00
Federal Revenue	8100-8299	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00
All Other Financing Sources	8900-8999	0.00	0.00	0.00
Deferred Revenue	9650	0.00	0.00	0.00
TOTAL AVAILABLE		**77,596.00**	**78,074.00**	**89,410.00**
EXPENDITURES AND OTHER FINANCING USES				
Certificated Salaries	1000-1999	77,596.00	78,074.00	89,410.00
Classified Salaries	2000-2999	0.00	0.00	0.00
Employee Benefits	3000-3999	0.00	0.00	0.00
Books and Supplies	4000-4999	0.00	0.00	0.00
Subagreements for Services	5100-5199	0.00	0.00	0.00
Other Services & Operating Expenditures	5200-5999	0.00	0.00	0.00
Capital Outlay	6000-6999	0.00	0.00	0.00
Other Outgo	7000-7999	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		**77,596.00**	**78,074.00**	**89,410.00**
BALANCE (Total Available minus Total Expenditures)		**0.00**	**0.00**	**0.00**
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		**100.00%**	**100.00%**	**100.00%**

Cover Sheet

Approval of Certification of Signatures

Section: II. Consent Item
Item: G. Approval of Certification of Signatures
Purpose: Vote
Submitted by:
Related Material: II G 2019-20 Certification of Signatures.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # II G- Consent Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Nanie Montijo, CFO
RE:	2019-20 Certification of Signatures Resolution

Proposed Board Motion

I move that the board approve the amended Certification of Signatures Form for Charter School Funds Distribution Authorization, signatures will be effective July 1, 2019 through June 30, 2020. Signatories will include the CEO & Superintendent, CFO, COO and MPS Board Members.

Background

In accordance with Education Codes 35143, 42632, and 42633, the Certification of Signatures form is required to formalize the personnel authorized to sign orders for salary or commercial payments, notices of employment, and contracts. The current form expires June 30, 2019, the new form will be in place July 1, 2019 to June 30, 2020. Changes from the last approval include the appointment of Ms. Barbara Torres as the MPS Board Secretary in place of Dr. Umit Yapanel.

Budget Implications

There are no budget implications.

Exhibits (attachments):

- Resolution
- Certifications of Signatures Form

250 E. 1ˢᵗ Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

Magnolia Educational & Research Foundation

DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: _July 1, 2019_ to _June 30, 2020_

In accordance with governing board approval dated _June 13_, 20 _20_.

Signature _____
Clerk (Secretary) of the Board

Typed Name _Ms. Barbara Torres_
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1
Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME Dr. Saken Sherkhanov	
President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME Ms. Barbara Torres	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME Mr. Serdar Orazov (Treasurer)	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME Dr. Salih Dikbas	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME Ms. Diane Gonzalez	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME Ms. Sandra Covarrubias	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME Ms. Charlotte Brimmer	
Member of the Board of Trustees/Education	

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Column 2
Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE	INITIALS
TYPED NAME Mr. Haim Beliak	
TITLE Member of the Board of Directors	
SIGNATURE	INITIALS
TYPED NAME Mr. Alfredo Rubalcava	
TITLE CEO & Superintendent	
SIGNATURE	INITIALS
TYPED NAME Ms. Nanie Montijo	
TITLE Chief Financial Officer	
SIGNATURE	INITIALS
TYPED NAME Mr. Suat Acar	
TITLE Chief Operations Officer	
SIGNATURE	INITIALS
TYPED NAME Dr. Umit Yapanel	
TITLE Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME Mr. Shohrat Geldiyev	
TITLE Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS

FORM NO. 503-804 Rev. 10-10-2013

Attachment No. 1
Info. Bul. No. 4701
SFS-A25-2017-18

CERTIFICATION OF SIGNATURES RESOLUTION

Date: June 13, 2019

Tracy Minor

Assistant Director

Accounting and Financial Services

Division of School Financial Services

Los Angeles County Office of Education

9300 Imperial Highway, Room 219

Downey, CA 90242-2890

Per LACOE Bulletin #4701, attached is the Certification of Signatures Resolution expiring on June 30, 2020 which was approved during our Board Meeting on June 13, 2019.

If you have any questions, please contact, Barbara Torres, MPS Executive Assistant/ Board Secretary at 213.628.3634 Ext.100 and btorres@magnoliapublicschools.org.

Sincerely,

Barbara Torres

Magnolia Public Schools

Executive Assistant & MPS Board Secretary

Attachment No.

2 Info. Bul. No.

4701 SFS-A25-

2017-18

250 E. 1ˢᵗ Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

Cover Sheet

Approval of Local Control and Accountability Plans (LCAP) for all MPS

Section:	III. Action Items
Item:	A. Approval of Local Control and Accountability Plans (LCAP) for all MPS
Purpose:	Vote
Submitted by:	
Related Material:	III A LCAP 2019-20.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # III A- Action Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of Local Control and Accountability Plans (LCAP) for all MPS

Proposed Board Recommendation

I move that the board approve the LCAPs for all MPS.

Background

As a critical component of the LCFF law, every charter school must engage parents and community to create a Local Control and Accountability Plan (LCAP). The LCAP is intended to be a comprehensive planning tool. Each plan must describe:

- School-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.

- Expected progress toward meeting the goals—and as part of a schools required annual update of the plan, the school must describe actual progress made toward meeting the goals and describe any adjustments to be made.

- Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.

- The process used to involve parents, students, community members, school employees and other stakeholders in developing, reviewing and supporting implementation of the LCAP.

The MPS Home Office has collaborated with the school leadership teams in ensuring that all of the school LCAPs have school-wide goals, annual measurable outcomes and specific actions aligned to the eight state priorities and that the schools have meaningfully engaged their stakeholders in the development of their LCAP.

As part of the LCAP development process our schools have conducted stakeholder surveys to engage our stakeholders

250 E. 1ˢᵗ Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

in the evaluation of their experience at MPS. School leadership teams have shared their 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 presented it to their stakeholders in various settings, including presentations at regular meetings of the MPS Stakeholders Committee and the Board.

School leadership teams have also presented their CA School Dashboard results and findings as well as other school performance data to their stakeholders at their PTF, SSC, and ELAC meetings throughout the year. At their regular meetings the MPS board and the Academic Committee have been presented SBAC, CA School Dashboard, NWEA, and other school goal progress data as well as each MSA's action plan with next steps. The school leadership teams have closely worked with the MPS finance department in writing annual updates for their LCAP estimated actual expenditures and next year's budgeted expenditures. These processes are all part of our LCAP development and continuous improvement cycle.

Budget Implications

All LCAP expenditures are budgeted in each school's budget.

***SOME LCAPS ARE PENDING FINANCE DEPARTMENT REVIEW

How Does This Action Relate/Affect/Benefit All MSAs?

Board approval of LCAP is a requirement for LEAs as described in the Ed Code.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

▪ LCAP for each Magnolia Science Academy

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-1	Mustafa Sahin, Principal	msahin@magnoliapublicschools.org (818) 609-0507

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy (MSA-1 or Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2002, MSA-1's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-1 currently has 584 students in grades 6-12, and mainly draws enrollment from Reseda, CA and neighboring communities. The neighborhoods that MSA-1 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-1 serves face economic challenges. MSA-1 has a diverse enrollment, including 88% Hispanic/Latino, 6% White, 89% Socioeconomically Disadvantaged, 16% Special Education, and 16% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-1 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Pg 1

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College and Tarzana Treatment Center Workshops
-Parents value the extra support we provide our students to ensure they are receiving the best education (i.e. after school tutoring, Saturday School, one-on-one support, etc.)
- The need to continue our improvements in designated/integrated English Learner services
- Providing counseling and positive behavior intervention support services to our students
- Continue using teacher evaluation system 'TeachBoost'
- 100% graduation rate; college bound high school students
- 95% teacher retention rate
- Ranked Among the Top 25 Charter Schools In LAUSD
- We offer a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. This year, our Robotics team, RoboWarriors, has expanded to 3 teams.
- Unified Writing Curriculum
-Unified Reading Curriculum
- Classes using blended learning effectively
- The full inclusion of Special Education Students
- Professional Development around Explicit Direct Instruction

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

I. Data Driven Curricular Choices Contribute to Student Growth. Last year, our overall SBAC student scores improved for Math and ELA by 2 points and 11 points respectively. We are confident that we will see the same if not better results for this year. The increase in student scores is due in part to our ELA and Math department's adoption of Common Core aligned digital curriculum. Our English teachers use Study Sync, which is Common Core aligned and allows students to engage with text and demonstrate understanding of their content through reading and writing. Content is academically rigorous, thematically unified, and engages students through digital content including videos, interactive texts, audio readings of class content, and a built in ELD component to help engage our ELL students. As a result, the percent of our EL students who made progress towards English Proficiency increased by 16% compared to last year. Similarly, in our Math classes we use McGraw Hill online curriculum, which is also Common Core aligned and engages students in a similar way with digital problems, math manipulatives, and demonstrations.

II. Staff PD/Resource Sharing Contributes to Growth. We have implemented universal standards of writing and reading across content areas. Our English Title 1 staff analyzes data, passes along resources, and leads PD's

Pg 2

for our staff to make sure they are supporting our struggling students. Our Title I English teacher observes struggling students in three of their core classes (History, Science, and English), and provides resources and PD for our staff about implementing academic tools that might help. Our Dean of Academics looks at data from benchmark testing like MAP and SBAC, and helps to roster and monitor progress in our Saturday School program. Math teachers also use gradual release model in math intervention classes so that students who struggle in that content area receive explicit instruction, guided practice, and independent work.

III. College Readiness Contributes to Growth. We currently have 68 graduating seniors and we have a 100 percent graduation rate. Our Dean and College counselor create a 4 year plan for each student and keep track of their classes, grades, etc. We believe the individualized attention and the student's role in setting their own goals helped our graduation rate to stay strong. Our staff does much work to involve parents and students in setting goals that prepare students for graduation and college. We are proud of the parent information nights where students and parents get to learn about college, financial aid, and the application process, and we are equally proud that our Senior English teachers support all 68 of our seniors in writing a personal statement. In essence, every student who graduates from MSA attends a junior college, 4 year university, or vocational program.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The two subgroups who did not perform well on SBAC and need our close attention were Sped students in the area of Math and English Language Learners in the area of English; our data shows that compared to our general student population, these sub-groups are struggling. Currently, in our Power classes we support struggling students through digital intervention content. We use Flex Literacy (for English) and Khan Academy, NextGen Math and MobyMath (for math), where direct instruction takes place in small, concentrated amounts, and students receive explicit direct instruction in that content area and have opportunities for guided practice. In our English classes, we use Study Sync (ELD component in conjunction with what is being learned in ELA). Conducting class in this way provides small group support outside of the classroom for those students. Additionally, our Title 1 English and Deans analyze scores and data (MAP, ELPAC, SBAC), review samples of student work, and follow up frequently with the student's ELA, ELD, and MATH teachers to discuss student progress. Interventions include offering additional tutoring, creating action plans for individual students that address areas of need, providing one-on-one instructional support, simplifying the work for EL and SPED students, and creating a roster of students who need Saturday school. Moreover, our Special Education Teachers meet with General Education Teachers weekly either during conference periods or during Staff Meetings to discuss student progress and to go over accommodations and support plans. Students are given in-class support by their Resource teacher, who helps them follow along with the curriculum, offers appropriate accommodation, makes modifications to assignments, and checks grades weekly to make sure students are progressing in the class/subject. Our Title I English Teacher offers PD to our staff on a critical thinking and writing strategy that works across grade levels and can be adapted in many content areas. She also provides Strategy Snapshots on a bi-weekly basis to teachers and staff so that their expectations about academic rigor are more unified (and connected to the CHATS framework for EL support). Our History and Science teachers, who don't normally teach writing in an explicit way, then use that resource for their students. Finally, twice a year, we provide MSA wide professional development to our teachers and include training in all areas of need. These symposiums are a way for our teachers to attend workshops that can help enhance their teaching. For

Pg 3

instance, many of our teachers attended the EL training with a guest lecturer from CSUN to learn about promoting language acquisition in their classrooms (in every content area).

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The student groups that are behind are SPED students who performed low in Math and our English Learners who performed low in English. We use the intervention classes and programs (as mentioned above) to help support these student population. We use benchmark data (MAP) to roster students into intervention classes. This way, if a student is struggling in both English and Math, they get service in the areas of their greatest need. Additionally, SPED teachers and Intervention staff meet to discuss shared students and academic intervention for those SPED and EL students. The action includes; teacher referral of students who need support, meetings between parents, students, and coordinators, placement of students in appropriate tier or intervention, teaching of skills, assessment of mastery, and support for kids as they exit intervention. We use the RTI model to track student progress. Title I Coordinator plays a larger role in supporting the EL students in the classroom, and sets schedule of pull-out sessions.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Pg 4

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8): 2018-19 Expected:	2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19.

Expected		Actual

Expected	
All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	5 percentage points up from the prior year

Actual

2017-18 (Baseline):

All Students:	48.32%
English Learners:	0%
Socioeconomically Disadvantaged:	45.45%
Students with Disabilities:	8.52%
Hispanic:	45.33%
White:	66.67%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	5 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-	2018-19 SBAC data is not available at this time. The following

Pg 6

Expected	Actual

ELA/Literacy assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	9.0 points below standard
English Learners:	75.5 points below standard
Socioeconomically Disadvantaged:	13.7 points below standard
Students with Disabilities:	111.9 points below standard
Hispanic:	15.6 points below standard
White:	47.9 points above standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student

Pg 7

Expected	Actual

Expected

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Actual

groups on the MAP-Reading assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	44%
English Learners:	2%
Socioeconomically Disadvantaged:	37%
Students with Disabilities:	7%
Hispanic:	38%
White:	66%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Pg 8

Expected	Actual

White:	2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8,11):

2018-19 Expected:

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	3 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	35.06%
English Learners:	1.85%
Socioeconomically Disadvantaged:	31.88%
Students with Disabilities:	4.26%
Hispanic:	32.18%
White:	63.16%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year

Pg 9

Expected	Actual

	Students with Disabilities:	3 percentage points up from the prior year
	Hispanic:	3 percentage points up from the prior year
	White:	3 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8,11) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	43.2 points below standard
English Learners:	103.9 points below standard
Socioeconomically Disadvantaged:	49.6 points below standard
Students with Disabilities:	149.6 points below standard
Hispanic:	52.0 points below standard
White:	47.0 points above standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year

Pg 10

Expected	Actual

Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10,11):

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	45%
English Learners:	2%
Socioeconomically Disadvantaged:	38%
Students with Disabilities:	3%
Hispanic:	37%
White:	65%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from

Pg 11

	Expected		Actual

Expected	Actual	
		the prior year
	Socioeconomically Disadvantaged:	2 percentage points up from the prior year
	Students with Disabilities:	2 percentage points up from the prior year
	Hispanic:	2 percentage points up from the prior year
	White:	2 percentage points up from the prior year

Percentage of EL students making annual progress in learning English as measured by the ELPAC: 2 percentage points up from the prior year

2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs.

2017-18 (Baseline):

Level 4 - Well Developed	15.4%
Level 3 - Moderately Developed	35.9%
Level 2 - Somewhat Developed	39.7%
Level 1 – Beginning Stage	9.0%

Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year

2017-18 (Baseline)	33%
2018-19 (Projected)	1 percentage point up from the prior year

Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 80%

2017-18 (Baseline)	80%

Pg 12

Expected	Actual	
	2018-19 (End of first semester)	78%
	2018-19 (End of second semester Projected)	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments: 5 percentage points up from the prior year	2018-19 SBAC data is not available at this time. The following table shows 2017-18 proficiency rates of our graduating seniors on the CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2018-19.	
	2017-18 (Baseline)	48%
	2018-19 (Projected)	5 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year	2017-18 (Baseline)	25%
	2018-19 (Projected)	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year	2017-18 (Baseline)	100%
	2018-19 (Projected)	100%
Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 100%	
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 100%	2017-18 (Baseline)	100%
	2018-19 (Actual)	100%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Pg 13

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	$24,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$24,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	$25,000.00 4100-4200 Books $211,130.00 .00 4300-supplies, materials $252,346.00 4400 Equipment	$25,000.00 4100-4200 Books $211,130.00 .00 4300-supplies, materials $252,346.00 4400 Equipment

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$50,000.00 5500 Janitorial Services, $66,686.00 5615 Maintenance, $100,000,00 2900, 3000 Custodian salary & benefits	$50,000.00 5500 Janitorial Services, $66,686.00 5615 Maintenance, $100,000,00 2900, 3000 Custodian salary & benefits

Pg 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$20,000 Professional Development (5683)(Base); $1,500 TeachBoost fees (5000)(Base);	$20,000 Professional Development (5683)(Base); $1,500 TeachBoost fees (5000)(Base);

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$66,814 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); $5,000.00 EL supplemental materials (4000)(Title I)	$66,814 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); $5,000.00 EL supplemental materials (4000)(Title I)

Pg 15

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$120,000 Intervention teacher salaries (1000)(Title I); $50,000 Two teacher aide salaries (2000)(Title I); $30,000 Benefits (3000)(Title I)	$120,000 Intervention teacher salaries (1000)(Title I); $50,000 Two teacher aide salaries (2000)(Title I); $30,000 Benefits (3000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$30,000 Three teacher stipends (1000)(Title !)	$30,000 Three teacher stipends (1000)(Title !)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	$270,000 Two deans of academics and 1 Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$270,000 Two deans of academics and 1 Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	$65,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)	$65,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)

Pg 17

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	Based on student needs and interests, we have offered the following AP courses this year: AP Spanish Language and Literature, AP World History, AP Calculus AB, BC, AP English Literature and Language, AP Computer Principals, and Computer, AP Statistics, AP Art, AP Government, AP Biology, AP Physics	$20,000 AP Teacher additional salaries (1000) (Base) [Duplicated Expense: See Goal 2: Action 1]; $3,000.00 AP course materials (3000)(Base)	$20,000 AP Teacher additional salaries (1000) (Base) [Duplicated Expense: See Goal 2: Action 1]; $3,000.00 AP course materials (3000)(Base)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Pg 18

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Students' SBAC scores reflect an increase in ELA scores by 10.9 points and Math scores by 2.3 points. The increase is due in part to our ELA(Study Sync) and Math (McGraw-Hill online curriculum) department's adoption of CCSS aligned digital curriculum because digital curriculum engages students and allows our teachers to provide targeted instruction based on the program's student performance data. The rigorous curriculum helps our overall student population rise to the challenge of state testing, and since implementing it, we have seen growth. Additionally, each month, teachers administer an Interim Block Assessment (IBA) and use the results to inform their curriculum. In the staff meeting following the IBA each month, English and Math Departments meet to discuss data and choose specific areas of remediation in each grade level. Furthermore, in English and Math classes, teachers commit to re-teaching skills based on data. Targeted interventions include ELD class, Saturday School, after school tutoring, and Power English and Power Math classes. Additionally, students' SBAC scores reflect an increase in EL proficiency. There were many factors which led to the increase in student performance. For example, we use FLEX literacy to teach our Power classes- a program which focuses on building the literacy of our EL students at their own pace. Additionally, at the beginning of each semester, our EL coordinator and English teachers meet to discuss and effectively roster the POWER classes. ELPAC and MAP data are used service/roster our EL and struggling students into intervention services. Furthermore, throughout the year, teachers attend PD's whose focus is on ELD standards. Our EL Coordinator has implemented a Tiered system of intervention this year to make meeting the needs of our EL students more efficient, and more data driven (tracking their progress over 6 week periods of intervention. For instance, students who enroll in Tier III intervention attend skill remediation with a credentialed English Teacher (also our Title I Coordinator), and receive a support plan which conveys to teachers the required supports for each student. Additionally, our teachers use the ELD component of study sync and share a writing curriculum. Finally, our school is very proud of its AP passing rate. Last year 33.6% of students who took the AP exam passed with a score of a 3 or higher. Our teachers are required to attend AP training and workshops in order to continue to grow and improve their instruction. AP teachers administer practice AP tests on Saturday to help prepare/familiarize students with the AP exam. Additionally, our AP calculus students go to an AP camp, where they spend 2 days practicing and reviewing for the actual AP exam. Finally, all AP students have access to the online Revolution K-12 AP preparation course for four weeks as a preparatory tool for their exam.

Pg 19

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. In order to maintain or build upon this success, we plan to improve our intervention program, share assessment calendar among teachers and resource staff to improve student access to curriculum, provide EL PD in our meetings (strategies shared with gen. ed. Teachers), and the continued use of POWER/ELD classes. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 20

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 3%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 75%

Pg 21

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: English, Math, Science, History, PE13 AP courses	$2,040.000 Teacher salaries (1000)(Base); $800,000 Benefits (3000)(Base); $30,000 Field trip expenses (5000)(Base)	$2,040.000 Teacher salaries (1000)(Base); $800,000 Benefits (3000)(Base); $30,000 Field trip expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	$255,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $61,000 Benefits (3000)(Base)	$255,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $61,000 Benefits (3000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced	We offer Accelerated and Advanced Math classes and Advanced Math club to	$85,000 1 Accelerated/Advanced	$85,000 1 Accelerated/Advanced

Pg 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math club to students in grades 6-8.	students in grades 6-8.	Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 400 Chromebooks and going to purchase 200 more for 2019-2020. Our teachers have participated in PD on Blended Learning.	$60,000 1 IT staff salary (2000)(Base); $15,000 Benefits (3000)(Base); $150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $15,500 Computers; $78,500 Technology expenses	$60,000 1 IT staff salary (2000)(Base); $15,000 Benefits (3000)(Base); $150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $15,500 Computers; $78,500 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)

Pg 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and access to quality out-of-school STEAM activities and achievements.	students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our STEAM program has been effective as measured by our progress towards our student body participation in STEAM focused projects, experiment, model or demo. A significant step toward helping our students achieve their maximum potential involves providing challenging and curriculum relevant STEAM competitions. Last year and this year, our students participated in yet another successful competition (STEAM EXPO), which allowed for all MPS wide and Southern California residents to attend STEAM events to explore STEAM through projects, demonstrations, visual and performing arts performances, and robotics competitions. Two of our STEAM educators received awards for their contributions to our communities. Additionally, MSA 1 hosted an annual STEAM festival at our school site, to help showcase students' research projects and invite parents and community members to share in their success. MSA has a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. This year, our Robotics team, MAGNOBOTS, has expanded to 3 teams. The participation data reflects that our students are expanding their role in STEAM community. Our STEAM participation has also spread into the classroom through more STEAM oriented projects. In our 7th grade history class this year, the teacher implemented a project where students researched a Renaissance Invention and then built a working model of that invention that

Pg 24

involved engineering working parts. In our goal to move students toward STEAM participation, projects in all subject areas that speak to science, technology, engineering, and math are important for enriching our students' STEAM experiences. Our teachers all use technology, and this history project was a step toward integrating more engineering experiences in our humanities curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 25

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual	
Number of SSC meetings per year: 4	Current: 4	
Number of ELAC meetings per year: 4	Current: 4	
Number of PTF meetings per year: 4	Current: 7	
Number of activities/events for parent involvement per year: 5	Current: 5	
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.	
Number of progress reports sent to parents per year: 4	4	
Percentage of students who have been home-visited by the teachers per year: 25%	2017-18 (Baseline)	25%
	2018-19 (Current)	29%
	2018-19 (End of year Planned)	30%
ADA rate: 97%	2017-18 (Baseline)	97%
	2018-19 (Current)	96%

Pg 26

Expected	Actual	
	2018-19 (End of year Projected)	97%
Chronic absenteeism rate: 7%	2017-18 (Baseline)	10%
	2018-19 (Current)	8%
	2018-19 (End of year Projected)	7%
Middle school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
High school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
Four-year cohort graduation rate: 100%	2017-18 (Baseline)	98%
	2018-19 (End of year Projected)	100%
Student suspension rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	2%
	2018-19 (End of year Projected)	2%
Student expulsion rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%

Pg 27

	Expected		Actual

Expected		Actual	
		2018-19 (End of year Projected)	0%

Expected		Actual	
School experience survey participation rates will be:		School experience survey participation rates are:	
Students:	90%	Students:	100%
Families:	95%	Families:	72%
Staff:	85%	Staff:	100%
School experience survey average approval rates will be:		School experience survey average approval rates are:	
Students:	66%	Students:	66%
Families:	91%	Families:	95%
Staff:	86%	Staff:	81%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	$3,000 Parent meeting expenses (4000)(Title I)	$1,000 Parent meeting expenses (4000)(Title I)

Pg 28

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	$2,000 Parent activities/events expenses (4000)(Base)	$2,000.00 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$7,257 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Pg 29

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	$70,000.00 School Psychologist salary (1000) (S&C):$15,000 Benefits (3000)(S&C); $60,000 Edge Coach (1000)(S&C); $15,000 Benefits (3000)(S&C);	$75,000.00 School Psychologist salary (1000) (S&C):$15,000 Benefits (3000)(S&C); $60,000 Edge Coach (1000)(S&C); $18,000 Benefits (3000)(S&C);

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$135,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base); $45,000 Benefits (3000)(Base); $1,500 Parent Reach notification program	$128,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base); $38,400 Benefits (3000)(Base); $1,500 ParentSequare program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	$80,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense:	$81,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10];

Pg 30

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
graduation.		See Goal 1: Action 10];	After school is providing the credit recovery program.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$150,000 2 Dean of Students (1000)(Base); $30,000 Benefits (3000)(Base)	$154,800 2 Dean of Students (1000)(Base); $38,700 Benefits (3000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Pg 31

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$2,000 Panorama Education surveys (5000)(Base)	$1,916 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services to create school connectedness have been effective as measured by our progress towards MSA's annual measurable outcomes. Our suspension rate is zero percent and this is due in part to having a Positive Behavior System in place. The positive reinforcement system helps augment student motivation to behave and holds them more accountable for their actions. The rewards chart is prominently displayed throughout school and serves as a daily reminder to students to work towards earning positive points. Students are able to earn positive points by following school rules, uniform compliance, teacher assistance, performing extra activities, helping to clean up, remembering to turn in their behavior slips, and by earning "caught being good" cards. Once a student has accumulated a certain number of points, he or she can earn a pass to the gym, a free dress day, or get access to WI-FI. Additionally, students are well aware of our school's policies and sign a contract (Student/Parent handbook) stating that they read and understood all school rules. This ensures that they know what is expected of their behavior and also understand the consequences if and when rules are broken. Our "connectedness" is strong because our policies create reinforcement for positive contributions to our school-students share a responsibility to contribute to our campus' atmosphere. Currently, our graduation rate is 100%. This

Pg 32

success is due in part to the individualized attention we give to our high school students. Our College counselor creates a 4 year graduation plan for each of our students and keeps track of their classes during their high school years. We also hold parent information nights to inform parents about college, financial aid, and the application process. The sharing of information helps parents to connect and support their children. Additionally, English teachers support all 68 of our seniors in writing a personal statement and are involved in all aspects of their graduation process, and share in the success of our graduates' acceptance to a 4 year university or a private college. This creates a sense of connectedness between students, parents and staff. Our overall survey satisfaction rates reflect that 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 reported wanting to improve our school site and expand our space to include a better place to eat and a sports field. While teachers expressed the need for bigger space, more student accountability regarding behavior, and a need for a gym, they acknowledge the school is heading in a great direction with the construction of the new High School 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 the 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 teachers notify us [of]our kids' grades and behavior."

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. The updated outcomes and actions/services can be found in the Goals, Actions, and Services section of the LCAP.

Stakeholder Engagement

LCAP Year: **2019–20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input and feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 180 home visits during this school year and sought feedback from the parents for school improvement.

Pg 34

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:
- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Continue using TeachBoost for teacher evaluations
- Increasing college preparedness by offering a college planning, dual enrollment with local colleges, and career exploration program for students early on, continue using Navience to maintain the effectiveness of the "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Continue investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Improving school facilities and the lunch program

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

    To ensure teachers are appropriately assigned and fully credentialed

    To ensure students have sufficient access to standards-aligned instructional materials

    To ensure school facilities are maintained in good repair

Priority 2:

    To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

    To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

Pg 36

To ensure EL students make annual progress in learning English

To ensure our students are college/career ready

Priority 8:

To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%
Percentage of students performing	2016-17 (Baseline): All Students: 42%	2017-18 (Expected): All Students: 5	2018-19 (Expected): All Students: 5	2019-20 (Expected): All Students: 3

Pg 37

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8,11):	English Learners: 0% Socioeconomically Disadvantaged: 40% Students with Disabilities: 18% Hispanic: 40% White: 60%	percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 5 percentage points up from the prior year	percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 5 percentage points up from the prior year	percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8,11)	2016-17 (Baseline): All Students: 20.0 points below standard English Learners: 70.7 points below standard Socioeconomically Disadvantaged: 25.7 points below standard	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year

Pg 38

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Students with Disabilities: 94.7 points below standard Hispanic: 25.7 points below standard White: 24.3 points below standard	Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline): All Students: 44% English Learners: 2% Socioeconomically Disadvantaged: 37% Students with Disabilities: 7% Hispanic: 38% White: 66%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year

Pg 39

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8,11):	2016-17 (Baseline): All Students: 29% English Learners: 4% Socioeconomically Disadvantaged: 24% Students with Disabilities: 3% Hispanic: 25% White: 51%	2017-18 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year	2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8,11)	2016-17 (Baseline): All Students: 46.1 points below standard English Learners: 91.6 points below standard Socioeconomically	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically

Pg 40

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Disadvantaged: 55.0 points below standard Students with Disabilities: 140.2 points below standard Hispanic: 55.6 points below standard White: 39.0 points below standard	Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): All Students: 45% English Learners: 2% Socioeconomically Disadvantaged: 38% Students with Disabilities: 3% Hispanic: 37% White: 65%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year

Pg 41

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	50%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	33%	12%	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	80%	78%	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both	48%	5 percentage points up from the prior year	5 percentage points up from the prior year	5 percentage points up from the prior year

Pg 42

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA and Mathematics on Smarter Balanced Summative Assessments				
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	25%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	100%	100%	100%	100%
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	100%	100%
Percentage of students who will meet or exceed college readiness	100%	100%	100%	100%

Pg 43

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
benchmarks for their grade level out of all students who participate in the PSAT test				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Pg 44

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$24,000	$24,000	$24,000
Source	Base	Base	Base
Budget Reference	$7,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$19,513 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$21,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 45

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 46

Year	2017-18	2018-19	2019-20
Amount	$434,213	$449,476	$193,221
Source	Base	Base	Base
Budget Reference	$10,000.00 4100-4200 Books $170,867.00 4300-supplies, materials $252,346.00 4400 Equipment	$100,000.00 4100-4200 Books $230,000.00 4300-supplies, materials $119,000.00 4400 4400 - Equipment	$49,488.00 4100-4200 Books $79,733.00 4300-supplies, materials $64,000.00 4400 4400 - Equipment

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 47

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We are adding a second campus	See description for 2017-18. We are separating Middle and High school. We need to add one more janitor

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$160,000	$217,425	$283,000
Source	Base	Base	Base
Budget Reference	$50,000.00 5500 Janitorial Services, $50,000.00 5615 Maintenance, $60,000,00 2900, 3000 Custodian salary & benefits	5615, Repair and Maintenance $55,000.00, 5500, Operation and housekeeping $73,145.00 2900,3000 Janitors salaries and benefits $89,280	5615, Repair and Maintenance $60,000.00, 5500, Operation and housekeeping $130,000.00 2900,3000 Janitors salaries and benefits $93,000

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 48

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	We only used $20K in 2017-18	We will have more staff

Pg 49

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$31,500	$21,500	$21,500
Source	Base	Base	Base
Budget Reference	$30,000 Professional Development (5683)(Base); $1,500 TeachBoost fees (5000)(Base);	$13,700 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base);	$20,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base)

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Pg 50

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We are increasing our number of the students	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$55,000	$0	$82,000.00
Source	Title I	Title I	Title I
Budget Reference	$40,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C);$2,000.00 EL supplemental materials (4000)(Title I)	$66,814 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); $5000 EL supplemental materials (4000)(Title I)	$62,000.00 EL Coordinator salary (1000)(S&C); $20,000 Benefits (3000)(S&C); $5000 EL supplemental materials (4000)(Title I)

Pg 51

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all	See description for 2017-18	See description for 2017-18

Pg 52

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$0	$4,000
Source	S&C	S&C	S&C
Budget Reference	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 53

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Pg 54

Year	2017-18	2018-19	2019-20
Amount	$105,000	$87,000	$100,000
Source	Title I	Title I	Title I
Budget Reference	$40,000 Intervention teacher salaries (1000)(Title I); $50,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$65,000 1 intervention teacher salaries (1000)(Title I);(Title I); $22,000 Benefits (3000)(Title I)	$73,000 1 intervention teachers salaries (1000)(Title I); $27,000 Benefits (3000)(Title I)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$16,350	$
Source	Title I	Title I	
Budget Reference	$20,000 Three teacher stipends (1000)(Title I)	$16,350 Three teacher stipends (1000)(Title I)	

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 56

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Added a new Title 1 Math person	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Pg 57

Year	2017-18	2018-19	2019-20
Amount	$242,500	$298,932.00	$ 258,00.00
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	$190,000 Two deans of academics and 1 Title-I coordinator salaries (1000)(Base); $40,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)$15,000 Three teacher stipends (1000)(ASES)	$219,400 Two deans of academics and two Title-I coordinator salaries (1000)(Base); $65,700 Benefits (3000)(Base); $7,257 Illuminate SIS & DnA (5000)(Base); $6,575 MAP testing fees (5000)(Title I)	$181,850 Two deans of academics and two Title-I coordinator salaries (1000)(Base); $62,318 Benefits (3000)(Base); $7,257 Illuminate SIS & DnA (5000)(Base); $6,575 MAP testing fees (5000)(Title I)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Pg 58

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$79,000	$80,000	$95,000.00
Source	Base	Base	Base
Budget Reference	$64,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)	$65,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)	$71,000 College Counselor salary (1000)(Base); $24,000 Benefits (3000)(Base)

Action   11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 59

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18

Pg 60

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	$20,000
Source	Base	Base	Base
Budget Reference	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $3000 AP course materials (3000)(Base)	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1];$3000 AP course materials (3000)(Base)	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $3000 AP course materials (3000)(Base)

Budgeted Expenditures

Action   12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Pg 61

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	Base	Base	Base
Budget Reference	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$3,156 Naviance program (5000)(Base); $2,000 College preparation materials (4000)(Base)	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)

Pg 62

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

    To increase student access to a broad course of study

    To offer innovative courses and programs

Priority 8:

    To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter	100%	100%	100%	100%

Pg 63

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the	5%	5%	5%	5%

Pg 64

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Accelerated and/or Advanced Math class and/or Advanced Math club				
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	80%	80%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 65

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18. We are adding 3 new teachers

Pg 66

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,594,960	$3,030,000	$2,1985,780.00
Source	Base; Donations	Base; Donation	Base; Donations
Budget Reference	$1,826,374 Teacher salaries (1000)(Base); $768,586 Benefits (3000)(Base); $25,000 Field trip expenses (5000)(Base)	$2,200,000 Teacher salaries (1000)(Base); $800,000 Benefits (3000)(Base); $30,000 Field trip expenses (5000)(Base)	$2,131,527.00 Teacher salaries (1000)(Base); $814,253.00 Benefits (3000)(Base); $40,000 Field trip expenses (5000)(Base)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Pg 67

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$310,000	$340,600	$151,320.00
Source	Base	Base	Base
Budget Reference	$250,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $60,000 Benefits (3000)(Base)	$262,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $78,600 Benefits (3000)(Base)	$116,000 1 Principal and 2 Deans of Academics salaries (Dublicated expense) (1000)(Base); $35,320.00 Benefits (3000)(Base)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 68

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Pg 69

Year	2017-18	2018-19	2019-20
Amount	$85,000	$87,000	$
Source	Base	Base	Base
Budget Reference	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$87,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students to be Served	Location(s)
All	All Schools

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 70

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$349,000	$352,250	$309,800.00
Source	Base	Base	Base
Budget Reference	$60,000 1 IT staff salary (2000)(Base); $15,000 Benefits (3000)(Base); $150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $15,500 Computers; $78,500 Technology expenses	$60,000 1 IT staff salary (2000)(Base); $15,000 Benefits (3000)(Base); $161,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $55,000 Computers; $61,000 Technology expenses	$62,000 1 IT staff salary (2000)(Base); $12,400 Benefits (3000)(Base); $120,000.00 2 Computer/Technology teachers salary. Benefits (1000)(3000)(Base) $52,400.00 [Duplicated Expense: See Goal 2: Action 1]; $36,000 Computers;

Pg 71

Year	2017-18	2018-19	2019-20
			27,000 Technology expenses

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Pg 72

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Base	Base	Base
Budget Reference	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)

Pg 73

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

    To seek parent input in making decisions for the Charter School

    To promote parental participation in programs

Priority 5:

    To increase student attendance

    To avoid chronic absenteeism

    To avoid middle school dropout

    To avoid high school dropout

    To increase high school graduation rate

Priority 6:

    To avoid student suspension

    To avoid student expulsion

Pg 74

To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	4	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	4	4	4
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	25%	41%	25%	25%
ADA rate	97%	97%	97%	97%

Pg 75

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absenteeism rate	10%	8%	7%	6%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	98%	100%	100%	100%
Student suspension rate	0%	0%	0%	0%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 90% Families: 85% Staff: 75%	Students: 90% Families: 100% Staff: 98%	Students: 90% Families: 95% Staff: 85%	Students: 90% Families: 95% Staff: 85%
School experience survey average approval rates	Students: 60% Families: 85% Staff: 75%	Students: 65% Families: 90% Staff: 80%	Students: 66% Families: 91% Staff: 86%	Students: 70% Families: 95% Staff: 85%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Pg 76

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 77

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$2,000
Source	Base	Base	Base
Budget Reference	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)	$2,000 Parent meeting expenses (4000)(Title I)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 78

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (5000)(Base)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 79

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 80

Year	2017-18	2018-19	2019-20
Amount	$6,500	$6,500	$
Source	Base	Base	Base
Budget Reference	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Pg 81

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	$20,000
Source	Title I	Title I	Title I
Budget Reference	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 82

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Pg 83

Year	2017-18	2018-19	2019-20
Amount	$90,000	$165,000	$99,260
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$60,000 Edge Coach (1000)(S&C); $15,000 Benefits (3000)(S&C);	$70,000 School Psychologist salary (1000)(S&C); $15,000 Benefits (3000)(S&C); $60,000.00 Edge Coaching Salary (1000)(S&C), $15,000 Benefits (3000)(S&C)	$78,000 School Psychologist salary (1000)(S&C); $21,260 Benefits (3000)(S&C);

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Pg 84

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$121,500	$181,500	$181,500
Source	Base	Base	Base
Budget Reference	$90,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $30,000 Benefits (3000)(Base); $1,500 Parent Reach notification program	$135,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base); $45,000 Benefits (3000)(Base); $1,500 Parent Reach notification program	$135,000 1 Office Manager and 2 Office Clerk salaries (2000)(Base); $45,000 Benefits (3000)(Base); $1,500 Parent Reach notification program

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 85

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 86

Year	2017-18	2018-19	2019-20
Amount	$80,000	$80,000	$
Source	Base	Base	Base
Budget Reference	$80,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10];	$80,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10];	College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Pg 87

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	See description for 2017-18 We are adding one more dean due to increase of the students' number	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$180,000	$195,200
Source	Base	Base	Base
Budget Reference	$75,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$150,000 2 Dean of Students (1000)(Base); $30,000 Benefits (3000)(Base)	$160,000 2 Dean of Students (1000)(Base); $35,200 Benefits (3000)(Base)

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 88

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 89

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$3,000
Source	Base	Base	Base
Budget Reference	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 90

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Pg 91

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

Estimated Supplemental and Concentration Grant Funds

$1,807,444

Percentage to Increase or Improve Services

32.86 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

♣ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

♣ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

♣ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and

listening, and academic vocabulary.

♣ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

♣ Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

♣ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

♣ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

♣ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 93

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,589,144	32.85 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

♣ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

♣ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

♣ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

Pg 94

♣ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

♣ Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

♣ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

♣ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

♣ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 95

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,433,190	35.22 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

♣ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

♣ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

♣ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

Pg 96

♣ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

♣ Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

♣ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

♣ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

♣ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 97

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-2	Steven Keskinturk, Principal	skeskinturk@magnoliapublicschools.org (818) 758-0300

2018-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy-2 (MSA-2 Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-2's mission is to provide "a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others." MSA-2 currently has 470 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. MSA-2 adopted the Gates Model of providing its students with a small school environment, staffed with high quality educators and dedicated professionals whose sole purpose is to educate and prepare each child for higher education. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, Saturday school enrichment, morning school support, and school-to-university pathways.

MSA-2currently has 470 students in grades 6-12, and mainly draws enrollment from Van Nuys, Reseda, and Lake Balboa, CA and neighboring communities. The neighborhoods that MSA-2 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-2 serves faces economic challenges. MSA-2 has a diverse enrollment, including 80% Hispanic/Latino, 8% White, 91% Socioeconomically Disadvantaged, 18% Special Education, and 12% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of

society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College

In the last year, our growth of satisfaction rates in staff and parent surveys went from 85% favorable to 94% favorable (9% increase), and 81% favorable to 87 % favorable (6% increase), respectively.

The need to continue our improvements in designated/integrated English Learner services

Providing counseling and positive behavior intervention support services to our students

Continue using teacher evaluation system 'teachboost'

Our overall proficiency on the SBAC in Math significantly increased by 20.3 points.

98% graduation rate; college bound high school students.

Named by U.S. News World Report the 218th top-performing high schools in California with a Silver Medal.

We offer a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. Our Robotics team represented California in the 2018 VEX National Robotics Competition in Iowa.

Classes using blended learning effectively

The full inclusion of your special education students

Professional development around explicit direct instruction

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Pg 2

MSA-2 has a 98% graduation rate. To maintain this high rate, we will continue to track student diploma requirements throughout the four years. Students are able to recover any missing credit during summer or regular terms. Students are able to take college courses on MSA2 campus or at college campus to earn dual-enrollment credits and move ahead with their requirements.

MSA-2's suspension rate has been very low. We will implement Positive Behavior Intervention System to promote positive behavior and culture.

The English Learner Progress have also been very high. We will continue to support our English Learners in designated classes as well as in core classes.

This year, MSA-2 students have shown significant improvement in overall and subgroup math scores. Students will continuously receive intervention support in regular classes. Extended learning, such as after school tutoring and Saturday school, will continue to be available to those students who need extra support.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The overall English Language Art scores have declined by 3.9 points. Detailed report shows that the socioeconomically disadvantaged and English learner subgroups had a decline, students with disabilities maintained their score and white students have increased their scores significantly. To support teachers and students, we will use different resources to target student needs. We will use online resources like MobyMax, Vocabulary.com, Readworks, and NewsELA to differentiate and target intervention. We will also support teachers on implementing the Study Sync curriculum to maximize student learning. We will use the interim assessments (IAB and ICA) regularly to have students practice and use the data to tailor instruction.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Under the English Language Arts indicator, the English Learner and students with disabilities subgroups have scored lower than the overall average. To support these students, the resource teachers will work with the general education teachers to identify and target the needs of any students who will benefit from accommodations. Students will be given proper settings on the SBAC test to meet their needs. Study skill programs will be given to all students to teach basic skills like test taking strategies. The English Language Development Coordinator will also work with teachers to provide strategies on how to make the curriculum accessible to these students.

Pg 3

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Pg 4

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%

Expected	Actual

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	33%
English Learners:	3%
Socioeconomically Disadvantaged:	32%
Students with Disabilities:	8%
Hispanic:	29%
White:	71%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Pg 6

Expected	Actual

Expected

Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	5 points up from the prior year
English Learners:	5 points up from the prior year
Socioeconomically Disadvantaged:	5 points up from the prior year
Students with Disabilities:	5 points up from the prior year
Hispanic:	5 points up from the prior year
White:	5 points up from the prior year

Actual

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	49.7 points below standard
English Learners:	91.6 points below standard
Socioeconomically Disadvantaged:	51.4 points below standard
Students with Disabilities:	127.9 points below standard
Hispanic:	57.0 points below standard
White:	5.3 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Pg 7

Expected	Actual

Expected

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Actual

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Reading assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	52%
English Learners:	48.3%
Socioeconomically Disadvantaged:	51.5%
Students with Disabilities:	48.3%
Hispanic:	51.0%
White:	61.9%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Pg 8

Expected	Actual

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	24%
English Learners:	0%
Socioeconomically Disadvantaged:	24%
Students with Disabilities:	6%
Hispanic:	21%
White:	52%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Pg 9

Expected	Actual

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	5 points up from the prior year
English Learners:	5 points up from the prior year
Socioeconomically Disadvantaged:	5 points up from the prior year
Students with Disabilities:	5 points up from the prior year
Hispanic:	5 points up from the prior year
White:	5 points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	62.3 points below standard
English Learners:	111.6 points below standard
Socioeconomically Disadvantaged:	62.7 points below standard
Students with Disabilities:	102.9 points below standard
Hispanic:	68.3 points below standard
White:	35.0 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Pg 10

Expected	Actual

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	45.6%
English Learners:	50.0%
Socioeconomically Disadvantaged:	45.8%
Students with Disabilities:	45.8%
Hispanic:	45.4%
White:	40%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Pg 11

Expected	Actual
Percentage of EL students making annual progress in learning English as measured by the ELPAC: 2 percentage points up from the prior year	2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs. 2017-18 (Baseline): <table><tr><td>Level 4 - Well Developed</td><td>15.4%</td></tr><tr><td>Level 3 - Moderately Developed</td><td>35.9%</td></tr><tr><td>Level 2 - Somewhat Developed</td><td>39.7%</td></tr><tr><td>Level 1 – Beginning Stage</td><td>9.0%</td></tr></table>
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year	<table><tr><td>2017-18 (Baseline)</td><td>4.8%</td></tr><tr><td>2018-19 (Projected)</td><td>15.2 percentage point up from the prior year</td></tr></table>
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 80%	<table><tr><td>2017-18 (Baseline)</td><td>79%</td></tr><tr><td>2018-19 (End of first semester)</td><td>78%</td></tr><tr><td>2018-19 (End of second semester Projected)</td><td>80%</td></tr></table>
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments: 2 percentage points up from the prior year	2018-19 SBAC data is not available at this time. The following table shows 2017-18 proficiency rates of our graduating seniors on the CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2018-19. <table><tr><td>2017-18 (Baseline)</td><td>49%</td></tr><tr><td>2018-19 (Projected)</td><td>6 percentage points up from the prior year</td></tr></table>

Pg 12

Expected	Actual	
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year	2017-18 (Baseline)	65.2%
	2018-19 (Projected)	50%

Expected	Actual	
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year	2017-18 (Baseline)	91%
	2018-19 (Projected)	4 percentage points up from the prior year

Expected	Actual
Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 86%

Expected	Actual	
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 2 percentage points up from the prior year	2017-18 (Baseline)	15%
	2018-19 (Actual)	15%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	$24,000 BTSA expenses (5000)(Base); $6,000 EL authorization expenses (5000)(Base)	$15,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)

Pg 13

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	"$80,000 Books (4100-4200); $77,000 Supplies, materials (4300), $36,000 Equipment (4400)"	"$10,944 Books (4100-4200); $74,199 Supplies, materials (4300), $14,196 Equipment (4400)"

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$50,000 Janitorial Services (5500), Maintenance (5615), Custodian salary & benefits (2900, 3000)	$12,803 Janitorial Services (5500), $32,134 Maintenance (5615), $60,000 Custodian salary & benefits (2900, 3000)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$70,000 Professional Development (5800); $7,500 TeachBoost fees, MAP Testing (5000)	$32,896 Professional Development (5800); $3,000 TeachBoost fees, MAP Testing (5000)

Pg 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and feedback through classroom visits.			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$5,000 Focused PD on ELD standards (5863) $20,000 EL supplemental materials (4000)(Title I)	$5,000 Focused PD on ELD standards (5863) $20,000 EL supplemental materials (4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$5,000 Professional Development on ELD strategies (5863)(S&C)	$3,000 Professional Development on ELD strategies (5863)(S&C)

Pg 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$35,000 Intervention teacher salaries (Math and English Teachers) (1000)(Title I)	$35,000 Intervention teacher salaries (Math and English Teachers) (1000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$37,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)	$30,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)

Pg 16

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	Duplicate of Goal 2, Action 2	Duplicate of Goal 2, Action 2

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)	$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	Based on student needs and interests, we have offered the following AP courses this year: AP Spanish, AP World History, AP Biology, AP English Language, AP Computer	$85,000.00 1100 AP teacher add-on salaries 4300 AP Course materials 5863 AP workshops, test fees	$85,000.00 1100 AP teacher add-on salaries 4300 AP Course materials 5863 AP workshops, test fees

Pg 17

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	$70,000.00 1100 Advisory/ College Readiness teacher salaries 4320 Naviance College readiness 3010 Myon	$70,000.00 1100 Advisory/ College Readiness teacher salaries 4320 Naviance College readiness 3010 Myon

Pg 18

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The math SBAC scores have increased significantly. The CCSS aligned curriculum and the online resources have helped teachers prepare standard based lessons and target intervention based on the needs of students.

Saturday school structure has been changed to meet the needs of the students who need the one-on-one support. The program helped students pass their classes and improve their scores on MAP and SBAC tests.

Dual-enrollment opportunities are not limited to courses students can take at college campuses. The participation rate for the on-campus college course is above the expected number. Next year we will increase the number of courses offered on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We are adding a School Psychologist to our staffing to support students with their socially and emotionally needs. Other than this, we only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Pg 19

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 20

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 3%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 75%

Pg 21

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: XXX, YYY, and ZZZ.	$1,677,509.00 1100 -3000 Teacher salaries and benefits	$1,304,897.00 1100 -3000 Teacher salaries and benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	$80,000.00 1100, 1300 Deans of Academics	$80,000.00 1100, 1300 Deans of Academics

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced	We offer Accelerated and Advanced Math classes and Advanced Math club to	Duplicated expense, included in Goal 2 Action	Duplicated expense, included in Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math club to students in grades 6-8.	students in grades 6-8.	1	Action 1

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.	$90,000.00 $70,000.00 Computer/ Technology teacher salaries & benefits (1100) $20,000.00 Focused PD on Blended Learning (5863)	$90,000.00 $70,000.00 Computer/ Technology teacher salaries & benefits (1100) $20,000.00 Focused PD on Blended Learning (5863)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.	$15,000.00 $10,000.00 4325 Instructional Materials $5,000.00 5814 Academics competitions	$10,000.00 4325 Instructional Materials $16,306.00 5814 Academics competitions

Pg 23

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your Advanced Math class/club participation or success, Computer class participation and passing rates, STEAM project completion, etc.

Our VEX Robotics team represented California in the 2018 VEX National Robotics Competition in Iowa.

Our advanced math pathway includes students from grades 6th-8th who will be able to take high school math courses as early as seventh grade. These students are selected by their performance in their SBAC and MAP testing as well as maintaining a high grade in their math class.

MSA-2 students have competed in various academic competitions including LA City Math College Competition, MathCounts, and AMC8.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Pg 24

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 25

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Number of SSC meetings per year: 4	Current: 4
Number of ELAC meetings per year: 4	Current: 4
Number of PTF meetings per year: 4	Current: 4
Number of activities/events for parent involvement per year: 5	Current: 44 By the end of 2018-19 (Planned): 45
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.
Number of progress reports sent to parents per year: 4	Current: 4

Percentage of students who have been home-visited by the teachers per year: 25%	2017-18 (Baseline)	26%
	2018-19 (Current)	17%
	2018-19 (End of year Planned)	25%

ADA rate: 97%	2017-18 (Baseline)	96.4%
	2018-19 (Current)	95%
	2018-19 (End of year Projected)	95%

Pg 26

Expected	Actual	
Chronic absenteeism rate: 8%	2017-18 (Baseline)	13.2%
	2018-19 (Current)	11.6%
	2018-19 (End of year Projected)	11.6%
Middle school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
High school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
Four-year cohort graduation rate: 100%	2017-18 (Baseline)	92.1%
	2018-19 (End of year Projected)	95%
Student suspension rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
Student expulsion rate: 0%	2017-18 (Baseline)	0.21%
	2018-19 (Current)	0.2%
	2018-19 (End of year Projected)	0.2%

School experience survey participation rates will be:		School experience survey participation rates are:	
Students:	90%	Students:	89%
Families:	85%	Families:	100%

Pg 27

	Expected		Actual
Staff:	75%	Staff:	95%

School experience survey average approval rates will be:		School experience survey average approval rates are:	
Students:	85%	Students:	72%
Families:	95%	Families:	91%
Staff:	85%	Staff:	83%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	$10,000.00 4720 Other food	$2,091 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. You can add more events here that promote parental participation.	$10,000.00 4720 Other food	$2,091 Parent meeting expenses (4000)(Title I)

Pg 28

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	$35,000.00 5887 CoolSIS	$25,000.00 5887 CoolSIS

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$20,000.00 3010 Home-visit stipends	$20,000.00 3010 Home-visit stipends

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	$140,000.00 1100 Dean of Culture and Life Skills teacher salary & benefits	$140,000.00 1100 Dean of Culture and Life Skills teacher salary & benefits

Pg 29

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$55,000.00 1100 Attendance clerk salary & benefits	$55,000.00 1100 Attendance clerk salary & benefits

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	$10,000.00 Fuel Ed and APEX credit recovery course fees	$10,000.00 Fuel Ed and APEX credit recovery course fees

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$80,000.00 1100 Dean of Students salary & benefits	$80,000.00 1100 Dean of Students salary & benefits

Pg 30

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$15,000.00 5863 Teacher PD on classroom management	$15,000.00 5863 Teacher PD on classroom management

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$5,000.00 5822 Panorama Education	$2,000.00 5822 Panorama Education

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to

Pg 31

suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services to create school connectedness have been effective as measured by progress towards our annual measurable outcomes. We initiated a Positive Behavioral Interventions and Supports (PBIS) Team this year in partnership with LACOE where we have sent our coach and administrators to 6 full-day trainings, including 3 full-day trainings with our PBIS support team members. As part of this program, a new behavioral matrix was created for school wide settings which match our new "Be RAD" behavioral expectations program (Be Respectful Attentive Dependable). Another element of connection built into the school is the ASB student government who are elected by their peers to serve in leadership roles and who provide recommendations for the school. Amongst these recommendations was including an off-site extended lunch time reward incentive program for 11th graders that was piloted this year based upon students passing all of their classes, having no tardiness, and being compliant with uniform and electronics expectations each week. In addition, students from all grade levels were awarded weekly free dress passes for following uniform, truancy, and electronics expectations throughout the year. An additional aspect of connection was a 6th grade anti-bullying and self-esteem workshop which was taught by 2 high school students twice per week based on student feedback in surveys during the Spring semester. Additionally, we have a peer mentorship program which offers middle school students a high school mentor to build their social-emotional support through connection with another student on campus. Our Discipline/Reflection Committee helps provide alternatives to suspension to students who have made certain infractions which provide reintegration plans that include recommended steps such as volunteer services, parent/student workshops, counseling services, reflection essay writing, after school program involvement and other interventions an alternative to suspension in accordance with Restorative Justice practices. These programs help students build connection with their community, their school, their families, and the ones they have wronged to help build their self-confidence and learn replacement behaviors. In additional, students and their families participate in mediations following verbal or physical altercations. Parents have open access to the administration during weekly Coffee with the Principal meetings where they are able to share their concerns and have their questions addressed on an ongoing basis to build connection with the School Beyond this, we have Parent College which takes place on weekends supporting parents with the necessary steps for their children to be able to attend universities and colleges, as well as hosting college visits with families. All of these programs are monitored by regular feedback meetings and through surveys which are given to show connection effectiveness. ~~Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention suspension rate, ADA rate, graduation rate, and survey average approval rates, etc. to demonstrate school connectedness.~~

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Pg 32

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 33

Stakeholder Engagement

LCAP Year: **2019–20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 6 parent activities/events including weekly Coffee with the Principal meetings on Friday's,

Pg 34

weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 100 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

Improvements in designated/integrated English Learner services

Expanding after school, Saturday school, and summer school opportunities

Providing counseling and behavior support services to our students

Continue using Teachboost for teacher evaluations

Increasing college preparedness by offering a college planning, dual enrollment with local colleges, and career exploration program for students early on, continue using Navience to maintain the effectiveness of the "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses

Continue investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom

Expanding STEAM-based programs and activities

Improving school facilities and the lunch program

Pg 35

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

　　To ensure teachers are appropriately assigned and fully credentialed

　　To ensure students have sufficient access to standards-aligned instructional materials

　　To ensure school facilities are maintained in good repair

Priority 2:

　　To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

　　To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

Pg 36

To ensure EL students make annual progress in learning English

To ensure our students are college/career ready

Priority 8:

To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in	90%	90%	90%	90%

Pg 37

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
compliance/good standing				
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2016-17 (Baseline): All Students: 33% English Learners: 3% Socioeconomically Disadvantaged: 32% Students with Disabilities: 8% Hispanic: 29% White: 71%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 2 percentage points up from the prior year

Pg 38

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 49.7 points below standard	All Students: 5 points up from the prior year	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year
	English Learners: 91.6 points below standard	English Learners: 5 points up from the prior year	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year
	Socioeconomically Disadvantaged: 51.4 points below standard	Socioeconomically Disadvantaged: 5 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year
	Students with Disabilities: 127.9 points below standard	Students with Disabilities: 5 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year
	Hispanic: 57.0 points below standard	Hispanic: 5 points up from the prior year	Hispanic: 3 points up from the prior year	Hispanic: 3 points up from the prior year
	White: 5.3 points below standard	White: 5 points up from the prior year	White: 3 points up from the prior year	White: 3 points up from the prior year

Pg 39

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline): All Students: 52% English Learners: 46.3% Socioeconomically Disadvantaged: 51.5% Students with Disabilities: 48.3% Hispanic: 51.0% White: 61.9%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year

Pg 40

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): All Students: 24% English Learners: 0% Socioeconomically Disadvantaged: 24% Students with Disabilities: 6% Hispanic: 21% White: 52%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year	2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year

Pg 41

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 62.3 points below standard	All Students: 5 points up from the prior year	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year
	English Learners: 111.6 points below standard	English Learners: 5 points up from the prior year	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year
	Socioeconomically Disadvantaged: 62.7 points below standard	Socioeconomically Disadvantaged: 5 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year
	Students with Disabilities: 102.9 points below standard	Students with Disabilities: 5 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year
	Hispanic: 68.3 points below standard	Hispanic: 5 points up from the prior year	Hispanic: 3 points up from the prior year	Hispanic: 3 points up from the prior year
	White: 35.0 points below standard	White: 5 points up from the prior year	White: 3 points up from the prior year	White: 3 points up from the prior year

Pg 42

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): All Students: 45.6% English Learners: 50.0% Socioeconomically Disadvantaged: 45.8% Students with Disabilities: 45.8% Hispanic: 45.4% White: 40.0%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year

Pg 43

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of EL students making annual progress in learning English as measured by the ELPAC	88.7%	Maintain	Maintain	Maintain
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	4.8%	15.2 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	79%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on	49%	6 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year

Pg 44

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Smarter Balanced Summative Assessments				
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	65.2%	Maintain	Maintain	Maintain
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	91%	4 percentage points up from the prior year	Maintain	Maintain
Percentage of students in grades 9-11 who will participate in the PSAT test	86%	9 percentage points up from the prior year	Maintain	Maintain
Percentage of students who will meet or exceed college readiness benchmarks for their grade level	15%	Maintain	Maintain	Maintain

Pg 45

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
out of all students who participate in the PSAT test				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing	See description for 2017-18	See description for 2017-18

Pg 47

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$26,000	$26,000
Source	Base	Base	Base
Budget Reference	$24,000 BTSA expenses (5000)(Base); $6,000 EL authorization expenses (5000)(Base)	$20,000 BTSA expenses (5000)(Base); $6,000 EL authorization expenses (5000)(Base)	$20,000 BTSA expenses (5000)(Base); $6,000 EL authorization expenses (5000)(Base)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Pg 48

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$250,000	$280,000	$280,000
Source	Base	Base	Base
Budget	$80,000 Books (4100-4200);	$30,000 Books (4100-4200);	$30,000 Books (4100-4200);

Pg 49

Year	2017-18	2018-19	2019-20
Reference	$77,000 Supplies, materials (4300), $36,000 Equipment (4400)	$115,000,199 Supplies, materials (4300), $135,000 Equipment (4400)	$115,000,199 Supplies, materials (4300), $135,000 Equipment (4400)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

Pg 50

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$127,000	$127,000
Source	Base	Base	Base
Budget Reference	Janitorial Services (5500), Maintenance (5615), Custodian salary & benefits (2900, 3000)	$17,000 Operation and housekeeping (5500), $50,000 Repair and Maintenance (5615), $60,000 Janitors salary & benefits (2900, 3000)	$17,000 Operation and housekeeping (5500), $50,000 Repair and Maintenance (5615), $60,000 Janitors salary & benefits (2900, 3000)

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 51

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Pg 52

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$77,500	$43,000	$43,000
Source	Base	Base	Base
Budget Reference	$70,000 Professional Development (5800); $7,500 TeachBoost fees, MAP Testing (5000)	$40,000 Professional Development (5800); $3,000 TeachBoost fees, MAP Testing (5000)	$40,000 Professional Development (5800); $3,000 TeachBoost fees, MAP Testing (5000)

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Pg 53

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$75,000	$75,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$5,000 Focused PD on ELD standards (5863); $20,000 EL supplemental materials (4000)(Title I)	"$60,000 EL Coordinator salary (1000)(S&C); $10,000 Benefits (3000)(S&C); $5000 EL supplemental materials (4000)(Title I)	"$60,000 EL Coordinator salary (1000)(S&C); $10,000 Benefits (3000)(S&C); $5000 EL supplemental materials (4000)(Title I)

Pg 54

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School	See description for 2017-18	See description for 2017-18

Pg 55

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$4,000	$4,000
Source	S&C	S&C	S&C
Budget Reference	$5,000 Professional Development on ELD strategies (5863)(S&C)	$4,000 Professional Development on ELD strategies (5863)(S&C)	$4,000 Professional Development on ELD strategies (5863)(S&C)

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 56

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 57

Year	2017-18	2018-19	2019-20
Amount	$35,000	$170,000	$170,000
Source	Title I	Title I	Title I
Budget Reference	$35,000 Intervention teacher salaries (Math and English Teachers) (1000)(Title I)	$120,000 2 Intervention teachers' salaries (1000)(Title I); $30,000 Benefits (3000)(Title I)	$120,000 2 Intervention teachers' salaries (1000)(Title I); $30,000 Benefits (3000)(Title I)

Pg 58

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Pg 59

Pg 60

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$37,000	$45,000	$45,000
Source	ASES	ASES	ASES
Budget Reference	$37,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)	$45,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)	$45,000 After school and Saturday ELA/math tutoring teacher stipends (1000)(ASES)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$252,500	$252,500
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	Duplicate of Goal 2, Action 2	"$200,000 Two deans of academics and one Title-I coordinator salaries (1000)(Base); $40,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000); $6,000 MAP testing fees (5000)(Title I)	"$200,000 Two deans of academics and one Title-I coordinator salaries (1000)(Base); $40,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000); $6,000 MAP testing fees (5000)(Title I)

Pg 62

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Pg 63

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$70,000	$70,000	$70,000
Source	Base	Base	Base
Budget Reference	$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)	$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)	$70,000 College Counselor salary (1000)(Base); Benefits (3000)(Base)

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 64

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$25,000	$25,000
Source	Base	Base	Base
Budget Reference	1100 AP teacher add-on salaries 4300 AP Course materials 5863 AP workshops, test fees	1100 AP teacher add-on salaries 4300 AP Course materials	1100 AP teacher add-on salaries 4300 AP Course materials

Pg 65

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for	See description for 2017-18	See description for 2017-18

Pg 66

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ACT/SAT.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$70,000	$5,000	$5,000
Source	Base	Base	Base
Budget Reference	1100 Advisory/ College Readiness teacher salaries; 4320 Naviance College readiness; 3010 Myon	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)

Pg 67

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

To increase student access to a broad course of study

To offer innovative courses and programs

Priority 8:

To ensure student participation and achievement in innovative courses and programs

Pg 68

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%

Pg 69

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	12%	10%	10%	10%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	80%	80%

Pg 70

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,677,509	$2,865,000	$2,865,000
Source	Base	Base	Base
Budget Reference	1100 -3000 Teacher salaries and benefits	$2,040,000 Teacher salaries (1000)(Base); $800,000 Benefits (3000)(Base); $25,000 Field trip expenses (5000)(Base)	$2,040,000 Teacher salaries (1000)(Base); $800,000 Benefits (3000)(Base); $25,000 Field trip expenses (5000)(Base)

Pg 72

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served:	Location(s):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Pg 73

Pg 74

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000	$305,000	$305,000
Source	Base	Base	Base
Budget Reference	1100, 1300 Deans of Academics	$250,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $55,000 Benefits (3000)(Base)	$250,000 1 Principal and 2 Deans of Academics salaries (1000)(Base); $55,000 Benefits (3000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Pg 75

Pg 76

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$85,000	$85,000
Source	Base	Base	Base
Budget Reference	Duplicated expense, included in Goal 2 Action 1	1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Pg 77

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended	See description for 2017-18	See description for 2017-18

Pg 78

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Learning.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$288,500	$288,500
Source	Base	Base	Base
Budget Reference	$70,000.00 Computer/Technology teacher salaries & benefits (1100) $20,000.00 Focused PD on Blended Learning (5863)	"$40,000 1 IT staff salary (2000)(Base); $15,000 Benefits (3000)(Base); $150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $15,000 Computers; $68,500 Technology expenses	"$40,000 1 IT staff salary (2000)(Base); $15,000 Benefits (3000)(Base); $150,000 2 Computer/Technology teachers salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $15,000 Computers; $68,500 Technology expenses

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Pg 79

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$10,000	$10,000
Source	Base	Base	Base

Pg 80

Year	2017-18	2018-19	2019-20
Budget Reference	$10,000.00 4325 Instructional Materials, $5,000.00 5814 Academics competitions	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

    To seek parent input in making decisions for the Charter School

    To promote parental participation in programs

Priority 5:

    To increase student attendance

    To avoid chronic absenteeism

    To avoid middle school dropout

Pg 81

To avoid high school dropout

To increase high school graduation rate

Priority 6:

To avoid student suspension

To avoid student expulsion

To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	4	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	4	4	4
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4

Pg 82

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students who have been home-visited by the teachers per year	25%	25%	25%	25%
ADA rate	97%	97%	97%	97%
Chronic absenteeism rate	10%	8%	7%	6%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	98%	95%	100%	100%
Student suspension rate	0.2%	0%	0%	0%
Student expulsion rate	0.2%	0%	0%	0%
School experience survey participation rates	Students: 83% Families: 95% Staff: 94%	Students: 85% Families: 85% Staff: 85%	Students: 85% Families: 85% Staff: 85%	Students: 85% Families: 85% Staff: 85%
School experience survey average approval rates	Students: 63% Families: 90% Staff: 80%	Students: 85% Families: 85% Staff: 85%	Students: 85% Families: 85% Staff: 85%	Students: 85% Families: 85% Staff: 85%

Pg 83

Pg 84

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Pg 85

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Title I	Title I	Title I
Budget Reference	4720 Other food	$10,000 Parent meeting expenses (4000)(Title I)	$10,000 Parent meeting expenses (4000)(Title I)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Pg 86

Pg 87

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	4720 Other food	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Pg 88

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of	See description for 2017-18	See description for 2017-18

Pg 89

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
students who are performing below grade level.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,000	$6,500	$6,500
Source	Base	Base	Base
Budget Reference	$35,000.00 5887 CoolSIS	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Pg 90

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$20,000	$20,000
Source	Title I	Title I	Title I
Budget Reference	$20,000.00; 3010 Home-visit stipends	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2:	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2:

Pg 91

Year	2017-18	2018-19	2019-20
		Action 1]	Action 1]

Pg 92

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student	See description for 2017-18	See description for 2017-18

Pg 93

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
needs.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$140,000	$85,000	$85,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	"$140,000.00; 1100 Dean of Culture and Life Skills teacher salary & benefits	$70,000 School Psychologist salary (1000)(S&C); $15,000 Benefits (3000)(S&C)	$70,000 School Psychologist salary (1000)(S&C); $15,000 Benefits (3000)(S&C)

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Pg 94

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Pg 95

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$55,000	$192,500	$192,500
Source	Base	Base	Base
Budget Reference	$55,000.00; 1100 Attendance clerk salary & benefits	$140,000; 1 Office Manager and 2 Office Clerk salaries (2000)(Base); $50,000 Benefits (3000)(Base); $2,500 ParentReach notification program	$140,000; 1 Office Manager and 2 Office Clerk salaries (2000)(Base); $50,000 Benefits (3000)(Base); $2,500 ParentReach notification program

Pg 96

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18

Pg 97

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$100,000	$100,000
Source	Base	Base	Base
Budget Reference	$10,000.00; Fuel Ed and APEX credit recovery course fees	$80,000; College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $20,000 Recovery Program	$80,000; College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $20,000 Recovery Program

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Pg 98

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We will add one more dean of students See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000	$180,000	$180,000
Source	Base	Base	Base
Budget Reference	$80,000.00 1100 Dean of Students salary & benefits	$150,000 2 Dean of Students salary (1000)(Base); $30,000 Benefits (3000)(Base)	$150,000 2 Dean of Students salary (1000)(Base); $30,000 Benefits (3000)(Base)

Pg 99

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high	See description for 2017-18	See description for 2017-18

Pg 100

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
expectations.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Base	Base	Base
Budget Reference	$15,000.00; 5863 Teacher PD on classroom management	$15,000.00; 5863 Teacher PD on classroom management	$15,000.00; 5863 Teacher PD on classroom management

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Pg 101

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$5,000.00; 5822 Panorama Education	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Pg 102

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

Estimated Supplemental and Concentration Grant Funds

$ 1,218,969

Percentage to Increase or Improve Services

33.12 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

    Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

    Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

    ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

    During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorly, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 104

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,218,969	33.12%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

Pg 105

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 106

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$1,047,652

29.19%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

Pg 107

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 108

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

  For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

    A. Statewide assessments;

    B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);

    D. The English learner reclassification rate;

    E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

    A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-3	Shandrea Daniel, Principal	sdaniel@magnoliapublicschools.org (310) 637-3806

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy -3 (MSA-3) was founded in the fall of 2008 as a public charter school in Gardena. Two years later, MSA-3 moved to the current space collocating with Curtis Middle in Carson, California, under proposition 39. Currently MSA-3 is serving 491 students from grades 6 through 12 and celebrates its nearly 100% high school graduation rates. Almost 70% of MSA-3 students qualify for a free and reduced lunch program. MSA accepts students on a first come first serve basis.

Our students & parents come from a variety of locations:

63% are from the Carson, LA, Gardena area (LAUSD).

This year 13% are from compton versus last year which had 23% are from the Compton area; this shows that our efforts to service Carson and local residents is significantly high and has to be because of Prop 39.

24% are from Torrance, Inglewood, Hawthorne, Long Beach/Signal Hill, Lynwood, Harbor City, Bellflower, Paramount, Lakewood, Bell, Mar Vista, and Riverside.

MSA-3 revolves around its STEAM and college-readiness environment built into our mission and vision statement. The school provides a college preparatory educational program that emphasizes science, technology, engineering, art, athletics and math. In addition to core subjects, MSA-3 offers a vast range of elective courses, including: science explorers (engineering & science hybrid course), intro to astronomy, computer science, robotics, digital arts, music, choir, creative writing, athletic training and advanced math to name a few.

Each class integrates the use of chromebooks in the curriculum, through Google Classrooms as well as McGraw Hill online platforms such as Studysync. All curriculum is aligned to Common Core State Standards to ensure students are practicing skills in preparation for end-of-the-year Smarter Balanced Assessment Consortium (SBAC) exams. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students.

NGSS and the new CA Science Framework include Engineering as a Disciplinary Core Idea (DCI) in teaching science. For the past three years, MSA 3 science teachers have been using McGraw Hill Integrated Science (iScience) curriculum that encompasses engineering design and engineering principals in alliance with the national science framework. All students learn about engineering design, technology, and applications of science as part of their core classes.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College, School Site Council, ELAC, and Coffee with the Admin (meets weekly).

The need to continue our improvements in designated/integrated English Learner services and focusing our effort on the lowest performing sub-groups.

Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

Providing counseling and positive behavior intervention support services to our students

Keeping effective teachers and improving teacher observation and evaluation systems

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

1.) This includes having survey satisfaction for over the last 2 years. MSA 3 has seen a increase of overall satisfaction for Students, Families, & Staff. The goal is to allow opportunities for stakeholders to communicate with admin face to face, resolve issues as quickly as possible, and ensuring clear expectations/protocols.

2.) Over 141 Home Visits to meet with parents and students to develop academic and behavior plans to decrease the achievement gap, provide support and mental health services.

3.) 100% Graduation Rates however we have to monitor the students who transfer out to ensure they do still attain their diploma.

4.) 2016-2017 Teacher retention was 50%, 2017-2019 our teacher retention rate is 84%. This also can be attested to our new Vice Principal who focuses on Professional Development and teacher satisfaction.

5.) MSA-3 (Carson) was ranked in the top 8% of high schools in the country and top 11% in California. In 2017-2018: MSA 3 earned the Silver Award for Best High Schools (ranked #209 in Charter High Schools Nationally, #218 in California High Schools, and #1200 in National Rankings).

6.) Innovate Public Schools, in partnership with USC, released _Top Los Angeles County Public Schools for Underserved Students 2019_. This report analyzed over 2,000 schools and found _only_ 300 that are actively working to close the achievement gap for low-income students of color. MSA-3 was recognized as part of that group for their work advancing student success and doing their part to close the achievement gap.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

College/Career Readiness:

Pg 2

· 100% Graduation for the class of 2018, 98% of seniors filled out FAFSA for college financial aid, 42 out of 48 seniors applied to college. MSA-3 has College readiness course for seniors to plan career, college and future plans.

· 50% of graduation class is attending to UC, CSU, Private, HBCU. Senior class has over 50 variety of college acceptances.

· 70% of our middle and high school were on honor roll, high honor roll. 25%-30% of our Seniors are graduating with a State Seal of Bi-literacy.

· MyOn reading report shows growth in Lexile reading level is near 698.

· SBAC: ELA 41% met or exceeded standards for English and 21% in Math.

· Using Common Core Standards and Curriculum, SSR to build reading skills and power Math and English classes to help with intervention

· MSA-3 has MAP Data-test: 55-60% of students showed growth in Math and English respectively.

· English learner coordinator on site to assist EL students. MSA-3 reclassified 4 students. 15% of our EL population.

Suspension & School Climate:

· California Dashboard-Our Suspension rate is low, green.

· Enrollment growth to over 500 students in large part thanks to academics and innovations such as Travel Program, CIF Athletics, and STEAM education opportunities.

· CIF & SRLA Induction in 2018-2019

· 2017-2018: 1st Place in Robotics Competition-Saturday's event at LEGOLAND, FLL CUP Robotics competition, went very well. There were 62 teams from southern California.

· MPS STEAM Expo: 1st place in Life Science & Biology, 1st place in Earth Science & Chemistry, 3rd place in Physical Science & Physics, 1st place in Engineering, 1st place in Technology & Robotics, our Lego robotics team earned 2nd place and our science students who can and two 6th grade female students took home first place in the physical science category. Also our students won third place in the Art contest.

· MTSS Grant $50,000 for 2018-2019

· 2 seniors won Non-Profit Fundraiser Project in Economics

· Teacher won Teacher of the Year for City of Carson two years in a row

· 4 students recognized at DTLA Film Festival

· 2 students honored by City of Carson for dedicated service

· 15 STEAM events and opportunities

· We have more social-emotional support through our ripple effects curriculum, full-time therapist and edge coach to help students learn executive function skills, anger management and impulse control. Now have three counselors instead of one.

Academic Intervention:

· Power Math and Power English are offered, Saturday School, Home visits are scheduled for lowest performing and mid-range students.

· Tutoring three days a week. We use interim block assessments and interim comprehensive exams to review where students are and have teacher reteach/review the concepts most students missed.

· Teachers use Khan Academy Moby Max Math for students to receive individualized instruction. English curriculum includes StudySync and Illuminate standards based practice exams.

· In Math, MobyMax and Aleks are used to help allow students to build content skills.

· Mentoring program for students who need more support in Math and English.

· Increase Saturday school SBAC, SAT, & make-up prep.

· MyOn to help students reading levels through dedicated SSR (Silent Sustained Reading). Students who are reading at grade level books and scoring above 70% on quizzes receives incentives.

· This keeps the motivation high among students to read more.

Pg 3

·   To create ownership, we had three goal setting sessions where students set goals for their classes, as well as for their SBAC Math/ELA tests.

·   To maintain our graduation rate, we are holding sessions for students to check on graduation requirements and plan for next year in terms of which electives/APs they will take.

·   In addition, students identify if they need credit recovery. Dean of Academics meet with those students for an individualized plan for graduation and follows up with them quarterly.

Partnerships & Field trips:

·   Microsoft Store Cerritos store field trips and on-campus coding workshops

·   Attendance to iUrban Teen Tech Summit annual event at CSU Dominguez Hills and future participation as a school

·   Apple Store Manhattan Village iMovie, iBooks, coding workshops

·   Attendance to Los Angeles African American Engineers and Professionals Association's annual Science and Technology Awareness Day and future participation as a school

·   Attendance to first ever annual Los Angeles Clippers Socal SciFest and future participation as a school

·   Mt. Wilson Observatory

·   NASA Jet Propulsion Lab

·   The Boring Company hyperloop

·   Urban Workshop makerspace

·   The Science Fair movie screening

·   Grammy Museum

·   LACMA Mobile Exhibit

·   Walt Disney Studios

·   Ronald Reagan Library

 Improvements for 2018-2019:

PBIS Program-Yonder is assisting with decreasing cell phone usage. More than half of our students had growth on Map, and overall more students are attending tutoring this year. Our supervision team was vigelint and assisted in improving safety on campus.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Suspension rate needs attention: We are in a PBIS Professional Development program for three years with LACOE. We recognize the needs our students have socio-emotionally, and have brought on not only more staff members with three additional supervision staff and two additional office staff, but intentionally hired a full-time school psychologist. Additionally, we also partnered with CSU Dominguez Hills to have two counseling interns complete their hours at our school. Restorative Practices have begun to be implemented with practices such as Restorative Meetings, Ripple Effects online socio-emotional learning curriculum, service oriented volunteering, and attendance to community events. We also have continued embedding life skills and socio-emotional learning as an elective offered through our partnership with Imagine Etiquette, offering our Middle School students valuable lessons in topics like executive functioning, cultural identity, and respect. Meanwhile, we have also piloted Mentoring programs for both our Middle and High School boys to figure out what type of personalized support can improve outcomes for our academically and behaviorally at-risk boys.

Orange in Academics: English SBAC is 42%, which is a 2% increase from prior year. 20% met or exceeded the Math standards.

Pg 4

English and Math SBAC prep, Interim assessments happen regularly and professional development data days are coordinated by the Vice Principal and Dean of Academics every 6 weeks to help our teachers focus on students who need the most support.

Based on survey results: Students have to improve in a lot of topics (Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms; Safety; Sense of Belonging (School Connectedness); Growth Mindset; Self-Efficacy; Social Awareness). One serious concern is safety from the staff perspective. It's still very low. We want students, staff and any guests to feel safe. There are too many fights on our campus; additional support is needed.

We are working on parent volunteers but we need trained professionals who can help get fighting down to zero. Each topic can be taught throughout one or two days of the school year. We can have our teachers focus on it in all classes and build a curriculum around these areas that everyone teachers. We will embed more restorative practices next year.

The goal is to have more learning communities with our teachers and staff to help streamline and follow up on these topics that need support and focus. Time has to be given to deans and principals to focus on increasing the rates for all of these topics.

Professional Development for Teachers: Pacing, Lesson Planning, Summative & Informative Assessment, Differentiating Instruction, Time Management, Cultural Relative Training, Aggressive Replacement Training, study skills for students, writing skills, RTI/MTSS, Special Education resources, and EL strategies in the classroom.

Parent Feedback:

-More focus on scholarships for high schools.

-College Readiness meetings during week and not just the weekend.

-8th Grade parents would like high school presentations to know their options for high school

-Would like virtual reality classes

-Would like a speak and debate team

-Would like summer meetings with high school students

Staff Feedback:

-Funds to increase support staff on campus for student/staff safety and consistent protocols to decrease negative behavior.

-PBIS discipline program needs improvement with additional funding and proper protocols from our district office.

-Improve clear discipline best practices org wide.

-All teachers held accountable to school rules and following safety protocols set.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

We have 50% Hispanic and 47% African Americans. African Americans are yellow for suspension rate, students with Disabilities is orange. Our behavioral data is inflated for African American students. Culture sensitivity and relevance training is needed for all staff. Students must be supported emotionally in order to impact their efforts academically. Need to increase the amount of African American students enrolled in AP courses. Our female students are outperforming their male counterparts in English and Math. Our Sped, and African American students have a performance gap in English and Math. 2018 we will have social worker interns to lead our restorative circles and support groups for students to learn conflict resolution. Students will read the Leader in Me and 7 Habits of Highly Effective teens for ssr and as a school we will review character traits required to decrease suspension rates. We have intervention classes, tutoring, Saturday school to support all groups who are performing the lowest.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Pg 5

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 95%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8, 11): 2018-19 Expected: <table><tr><td>All Students:</td><td>3 percentage points up from the prior year</td></tr><tr><td>English Learners:</td><td>3 percentage points up from the prior year</td></tr><tr><td>Socioeconomically Disadvantaged:</td><td>3 percentage points up from the prior year</td></tr><tr><td>Students with Disabilities:</td><td>3 percentage points up from the prior year</td></tr><tr><td>Homeless:</td><td>3 percentage points up from the prior year</td></tr><tr><td>African American:</td><td>3 percentage points up from the prior year</td></tr><tr><td>Hispanic:</td><td>3 percentage points up from the prior year</td></tr><tr><td>White:</td><td>3 percentage points up from the prior year</td></tr></table>	2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19. 2017-18 (Baseline): <table><tr><td>All Students:</td><td>41.58%</td></tr><tr><td>English Learners:</td><td>16.6%</td></tr><tr><td>Socioeconomically Disadvantaged:</td><td>40.99%</td></tr><tr><td>Students with Disabilities:</td><td>27%</td></tr><tr><td>African American:</td><td>35.91%</td></tr><tr><td>Hispanic:</td><td>47.94%</td></tr></table> Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

Pg 7

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
African American:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year

Change in Average Distance from standard on the CASSPP-ELA/Literacy assessments (Grades 3-8,11) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	19.4 points below standard
English Learners:	48.9 points below standard
Socioeconomically Disadvantaged:	21.4 points below standard
Students with Disabilities:	69.7 points below standard
African American:	31.0 points below standard
Hispanic:	5.6 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

2018-19 Expected:

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Reading assessment and projected increase in 2018-19.

Pg 8

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

2017-18 (Baseline):

All Students:	54.29%
English Learners:	39%
Socioeconomically Disadvantaged:	42%
Students with Disabilities:	38%
African American:	51%
Hispanic:	68%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8,11):

2018-19 Expected:

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
African American:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	21.05%
English Learners:	11.11%
Socioeconomically Disadvantaged:	21.22%
Students with Disabilities:	36.67%
African American:	18.31%
Hispanic:	23.81%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year

Pg 9

Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
African American:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8,11) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	75.7 points below standard
English Learners:	86.9 points below standard
Socioeconomically Disadvantaged:	78.0 points below standard
Students with Disabilities:	67.2 points below standard
African American:	80.9 points below standard
Hispanic:	69.1 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	44.01%
English Learners:	38.8%
Socioeconomically Disadvantaged:	41.7%

Pg 10

Students with Disabilities:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Students with Disabilities:	36.3%
Homeless:	Less than 1%
African American:	45.5%
Hispanic:	45.3%
White:	Less than 1%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Percentage of EL students making annual progress in learning English as measured by the ELPAC: 2 percentage points up from the prior year

2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs.

2017-18 (Baseline):

Level 4 - Well Developed	31.8%
Level 3 - Moderately Developed	54%
Level 2 - Somewhat Developed	9%
Level 1 – Beginning Stage	4%

Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year

2017-18 (Baseline)	15%
2018-19 (Projected)	1 percentage point up from the prior year

Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 80%

2017-18 (Baseline)	80%
2018-19 (End of first semester)	78%
2018-19 (End of second semester Projected)	1 percentage point up from the prior year

Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments: 2 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following table shows 2017-18 proficiency rates of our graduating seniors on the CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline)	26%

Pg 11

	2018-19 (Projected)	2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year	2017-18 (Baseline)	30.6%
	2018-19 (Projected)	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year	2017-18 (Baseline)	71%
	2018-19 (Projected)	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 95%	
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 2 percentage points up from the prior year	2017-18 (Baseline)	40%
	2018-19 (Actual)	42%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' & administration credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher & admin clear credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	$13,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$12,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	$23,500 Books (4000)(Base); $28,543 Instructional materials (4000)(Base)	$34,744 Books (4000)(Base); 29,000 Instructional materials (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$23,000 Janitorial services (5000)(Base)5	$23,800 Janitorial services (5000)(Base)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Pg 12

| Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits. | Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.) | $30,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base); $85,000 Instructional Coach salary and benefits (1000)(3000)(Base) | $25,000 Professional Development (5000)(Base); $1,800 TeachBoost fees (5000)(Base); $98,000 Instructional Coach salary and benefits (1000)(3000)(Base) |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$55,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	$62,942 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); $3500 EL supplemental materials (4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$20,000 Intervention teacher salaries (1000)(Title I);$40,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$47,000 Intervention teacher salaries (1000)(Title I);$70,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$15,000 Three teacher stipends (1000)(ASES)	$15,000 Stipends for teachers to come on saturdays, and after school, also to do home visits to ensure students are attaining academic support (1000)(ASES)

Pg 13

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base) $79,000, Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	$64,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)	$64,000 College Counselor salary (1000)(Base); $15,360 Benefits (3000)(Base)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	Based on student needs and interests, we have offered the following AP courses this year: AP Spanish, AP World History, etc	$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$12,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,000 Naviance program (5000)(Base); $13,000 College preparation materials, and testing prep fees (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; students have a one to one ratio for chromebooks all classrooms, we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to

Pg 14

all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. the goal is to increase for the upcoming school year. ELA decreased by 3% and Math maintained at 22%. This year we reclassified 15% of our EL students and our academic indicators dropped one color. The objective is to provide more services and intervention to help lower performing subgroups and encourage higher performing students to participate in AP, Dual Enrollment, Honors and apply for the gifted program. Teachers utilize a school wide lesson plan template which ensures designated differentiation for our subgroups EL, SPED, African American, Latino, Socio Disadvantage, foster youth, and gifted/GATE.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

MSA 3 had a minor change in the amount spent on BTSA and Administrative Credential spending because a teacher resigned who was in the BTSA program. Next year we will have a higher spending about in this area since more of our teachers are interns, in the first year after their credential or want to get their admin credential. For instructional materials and textbooks we had more of an increase then expected because a couple versions of our textbooks were older than required and we wanted to update the content to meet the Common Core Standards. We also started having more elective courses and wanted to have textbook and materials to implement effectively. The plan is to increase textbooks and instructional materials in order to meet the enrollment demand and support to instructors. The janitorial services decreased minimally and that is due to the estimate that was given to us by prop 39 and then we adjust our spending based on their invoices; next year there will be an increase, it is yet to be determined. Professional development spending decreased with having an in-house instructional coach to mentor and assist teachers with curriculum and instructional support. There will be an increase next year for our EL coordinator based on experience and new pay scale. Material cost for EL will remain the same since we have less than 25 students and that has been consistent.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. Our main goal is to get our instructors more support in the classroom and focus on intervention for our students who need additional support. We will utilize veteran teachers as mentors for specific teachers that need additional support and/or for teachers that are new to the school. Teachers will be provided time during PD meetings to collaborate about best practices, utilize data, and other resources to incorporate into their own planning and teaching pedagogy.

Pg 15

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 6%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 90%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: Marine Biology, AP US History, AP Literature, AP Spanish Literature, Entrepreneurship, Qualitative Reasoning (Chess), History in Film, African American & Latino America Studies, Digital Arts, Band.	$2,000,000 Teacher salaries (1000)(Base); $500,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)	$2,159,778 Teacher salaries (1000)(Base); $701,944 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)

Pg 16

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well. We have designed our master schedule to meet the needs of all students. Classes are intentionally scheduled to provide open options for higher level courses such as Honors and AP. Students may choose to take higher level courses and are not restricted by achievement data, creating a more accessible field.	$180,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $45,000 Benefits (3000)(Base)	$175,000 1 Principal and 1 Dean of Academics salaries; $60,000 Benefits (3000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.	[Duplicated Expense: See Goal 2: Action 1]	[Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.	$75,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses	$73,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $75,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have	$10,000 Science materials, field trips and events (4000)(Base)	$13,500 Science materials, field trips and events (4000)(Base)

Pg 17

	participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well. We have also participated in over 10 STEAM related field trips and activities this year including attendance to NASA's Jet Propulsion Lab, Google Venice, Urban Works makerspace, and participation in iUrban Teen Tech Festival at CSU Dominguez Hills, Los Angeles African American Engineers' Tech Day, and Microsoft Cerritos.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our test scores are in par with other school districts, and we offer 5 AP courses this year, and over 53 students were enrolled in at least one class. We offer PSAT for 8th-12th grade. Magnolia Science Academy 3 is ranked #1200 in the National Rankings and earned a silver medal by U.S. News. Our Robotics team which helps students who scored Standard Nearly Met on the SBAC competed in San Diego Tournament and won first place. Our video production & Animation course for middle school was able to earn high ranking achievement and awards at the Latino Film Festival in Los Angeles. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your Advanced Math class/club participation or success, Computer class participation and passing rates, STEAM project completion, etc. Three of our teachers were recognized by The City of Carson, The NAACP, and the Leader In Me Conference. We have Advanced Math class/club participation and successful participation, Computer class participation and passing rates are high, and we developed an AP Computer Science course, as well as over 150 STEAM project completion.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We strategize to decrease teacher turnover and decided to add a Vice Principal to be an instructional coach and help support principal with operations of the school. Next year we plan to add in more intervention teachers to support our students academically. We are hiring teachers at a better rate so they will want to invest in the school and students. We ordered chrome books so now we have a 1 to 1 ratio.

Pg 18

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 19

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Number of SSC meetings per year: 4	Current: 7 — By the end of 2018-19 (Planned): 7
Number of ELAC meetings per year: 4	Current: 4 — By the end of 2018-19 (Planned): 4
Number of PTF meetings per year: 4	Current: 7 — By the end of 2018-19 (Planned): 7
Number of activities/events for parent involvement per year: 5	Current: 20 — By the end of 2018-19 (Planned): 30
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.
Number of progress reports sent to parents per year: 4	4

Expected	Actual	
Percentage of students who have been home-visited by the teachers per year: 21%	2017-18 (Baseline)	25%
	2018-19 (Current)	25%
	2018-19 (End of year Planned)	25%
ADA rate: 97%	2017-18 (Baseline)	96.67%
	2018-19 (Current)	96.04%
	2018-19 (End of year Projected)	97%
Chronic absenteeism rate: 8%	2017-18 (Baseline)	6.8%
	2018-19 (Current)	7.33%
	2018-19 (End of year Projected)	9%
Middle school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
High school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
Four-year cohort graduation rate: 100%	2017-18 (Baseline)	95.5%
	2018-19 (End of year Projected)	100%

Pg 20

Student suspension rate: 5%	2017-18 (Baseline)	0.9%
	2018-19 (Current)	2%
	2018-19 (End of year Projected)	4%

Student expulsion rate: 0%	2017-18 (Baseline)	0.9%
	2018-19 (Current)	0.9%
	2018-19 (End of year Projected)	0.9%

School experience survey participation rates will be:

Students:	85%
Families:	85%
Staff:	85%

School experience survey participation rates are:

Students:	96.8%
Families:	100%
Staff:	100%

School experience survey average approval rates will be:

Students:	60%
Families:	85%
Staff:	75%

School experience survey average approval rates are:

Students:	56%
Families:	91%
Staff:	69%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Pg 21

communicate further with the parents of students who are performing below grade level.	parents of students who are performing below grade level.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$17,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$20,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	$46,000 School MFT salary (1000)(S&C); $15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	$50,000 MFT salary (1000)(S&C); $15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$90000 4 Office Clerk salaries (2000)(Base); $45,000 Benefits (3000)(Base); $1,500 Parent Reach notification program	$80,000 2 Office Clerk salaries (2000)(Base); $30,000 Benefits (3000)(Base); $1,500 Parent Reach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	$64,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$73,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $13,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)

Pg 22

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$5,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$5,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We have to focus more attention on ADA, we decreased slightly. We have sufficient stakeholder meetings; over 40 per year and we offer a variety of ways for students to stay connected but we have to improve our survey results. Offering electives, the students want, hearing more from parents on their priorities and ensuring teachers are doing home visits effectively and strategically.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Home visit increase over $10,000 to reach more students who need intervention. There was minimal increases. We had 185 home visits for the 2017-2018 school year. We plan to have the same goal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 24

Stakeholder Engagement

LCAP Year: **2019–20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

MSA-3 experiences strong and consistent parent participation. All admin have an open door policy and actively seek to respond to parent concerns and resolve issues directly at the site level.

MSA-3 is proud to have strong parent advocacy. Parents have directly participated in events such as Prop 39 and LAUSD Board meetings to use their voice in support of school and student needs. Weekly Coffee with Admin meetings are the regular channel for in-person stakeholder updates and feedback, with formal stakeholder channels such as Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Board of Directors meetings, Principal meetings, and staff meetings being held regularly. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP.

In addition, the Charter School conducts regular surveys for parents, students, and staff to obtain critical feedback from stakeholders. These surveys are given regularly twice a year and contain in depth categories of questioning to yield input on important school elements such as instruction, safety, climate, and more. Staff also conduct home visits as a way of deepening engagement, understanding, and support for families and students. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

Pg 25

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 141 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

Improvements in designated/integrated English Learner services

Expanding after school, Saturday school, and summer school opportunities

Providing counseling and behavior support services to our students

Improving teacher observation and evaluation systems and keeping effective teachers

Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses

Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom

Expanding STEAM-based programs and activities

Other input includes improving school facilities and the lunch program.

Pg 26

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

    To ensure teachers are appropriately assigned and fully credentialed

    To ensure students have sufficient access to standards-aligned instructional materials

    To ensure school facilities are maintained in good repair

Priority 2:

    To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

    To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

    To ensure EL students make annual progress in learning English

    To ensure our students are college/career ready

Priority 8:

    To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and	100%	100%	100%	100%

Pg 27

fully credentialed as required by law and the charter			
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	**2016-17 (Baseline):** All Students: 43% / English Learners: Less than 1% / Socioeconomically Disadvantaged: 40% / Students with Disabilities: 11% / African American: 41.16% / Hispanic: 42.22%	**2017-18 (Expected):** All Students: 5 percentage points up from the prior year / English Learners: 5 percentage points up from the prior year / Socioeconomically Disadvantaged: 5 percentage points up from the prior year / Students with Disabilities: 5 percentage points up from the prior year / African American: 5 percentage points up from the prior year / Hispanic: 5 percentage points up from the prior year	**2018-19 (Expected):** All Students: 3 percentage points up from the prior year / English Learners: 3 percentage points up from the prior year / Socioeconomically Disadvantaged: 3 percentage points up from the prior year / Students with Disabilities: 3 percentage points up from the prior year / African American: 3 percentage points up from the prior year / Hispanic: 3 percentage points up from the prior year	**2019-20 (Expected):** All Students: 3 percentage points up from the prior year 5 percentage points up from the prior year / English Learners: 3 percentage points up from the prior year / Socioeconomically Disadvantaged: 3 percentage points up from the prior year / Students with Disabilities: 3 percentage points up from the prior year / African American: 3 percentage points up from the prior year / Hispanic: 3 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)	**2016-17 (Baseline):** All Students: 28.9 points below standard / English Learners: 37.5 points below standard / Socioeconomically Disadvantaged: 28.7 points below standard / Students with Disabilities: 85.8 points below standard / African American: 30.9 points below standard / Hispanic: 30.9 points below standard	**2017-18 (Expected):** All Students: 3 points up from the prior year / English Learners: 3 points up from the prior year / Socioeconomically Disadvantaged: 3 points up from the prior year / Students with Disabilities: 3 points up from the prior year / African American: 3 points up from the prior year / Hispanic: 3 points up from the prior year	**2018-19 (Expected):** All Students: 3 points up from the prior year / English Learners: 3 points up from the prior year / Socioeconomically Disadvantaged: 3 points up from the prior year / Students with Disabilities: 3 points up from the prior year / African American: 3 points up from the prior year / Hispanic: 3 points up from the prior year	**2019-20 (Expected):** All Students: 3 points up from the prior year / English Learners: 3 points up from the prior year / Socioeconomically Disadvantaged: 3 points up from the prior year / Students with Disabilities: 3 points up from the prior year / African American: 3 points up from the prior year / Hispanic: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	**2016-17 (Baseline):** All Students: 46% / English Learners: 33% / Socioeconomically Disadvantaged: 46% / Students with Disabilities: 36% / African American: 41% / Hispanic: 45%	**2017-18 (Expected):** All Students: 2 percentage points up from the prior year / English Learners: 2 percentage points up from the prior year / Socioeconomically Disadvantaged: 2 percentage points up from the prior year	**2018-19 (Expected):** All Students: 2 percentage points up from the prior year / English Learners: 2 percentage points up from the prior year / Socioeconomically Disadvantaged: 2 percentage points up from the prior year	**2019-20 (Expected):** All Students: 2 percentage points up from the prior year / English Learners: 2 percentage points up from the prior year / Socioeconomically Disadvantaged: 2 percentage points up from the prior year

Pg 28

	2016-17 (Baseline)	2017-18 (Expected)	2018-19 (Expected)	2019-20 (Expected)
		Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	All Students: 22% English Learners: 0% Socioeconomically Disadvantaged: 21% Students with Disabilities: 27% African American: 17% Hispanic: 26%	All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year	All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year	All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year African American: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	All Students: 72.7 points below standard English Learners: 88 points below standard Socioeconomically Disadvantaged: 71.8 points below standard Students with Disabilities: 128.9 points below standard African American: 79.5 points below standard Hispanic: 30.9 points below standard	All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year	All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year	All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year African American: 3 points up from the prior year Hispanic: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	All Students: 38% English Learners: 47% Socioeconomically Disadvantaged: 38%	All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year

Pg 29

	Students with Disabilities: 29% African American: 32% Hispanic: 44%	Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the ELPAC	71%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	22%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	68%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	19%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	40%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	100%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	8%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Pg 30

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<p align="center">OR</p>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All students	School-wide	MSA 3

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$13,000	$13,000	$19,000
Source	Base	Base	Title 2
Budget Reference	$6,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$6,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base): Teaching PD $4,000	$12,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base): Teaching PD $4,000

Pg 31

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$52,043	$51,000	$51,000
Source	Base	Base	Base, Lottery
Budget Reference	$23,500 Books (4000)(Base); $28,543	$20,000 Books(4000)(Base);	$30,000 Books (4000)(Base); $21,000 Instructional materials (4000)(Lottery)

Pg 32

	Instructional materials (4000)(Base)	$31,000 Instructional materials (4000)(Base)	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All students	School-wide	MSA 3

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$23,800	$5,000	$5,000
Source	Base	Base	Base
Budget Reference	$23,800 Janitorial services (5000)(Base)	$5,000 Janitorial services (5000)(Base)	$5,000 Janitorial services (5000)(Base)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 33

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$116,500	$162,000	$32,730
Source	Base	Base	Base , MTSS
Budget Reference	$30,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base); $85,000 Instructional Coach salary and benefits (1000)(3000)(Base)	$55,000 Professional Development (5000)(Base); $1,800 TeachBoost fees (5000)(Base); $89,000 Instructional Coach salary and benefits (1000)(3000)(Base) (5000)(Base);	$30,875 Professional Development (5000)(Base, MTSS); $1,855 TeachBoost fees (5000)(Base);

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 34

(Select from All, Students with Disabilities,
or Specific Student Groups)

All students	MSA 3

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster youth, Low Income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$70,000	$80,000	$84,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$55,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); $2,000 EL supplemental materials (4000)(Title I)	$66,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); $2,000 EL supplemental materials (4000)(Title I)	$65,318 EL Coordinator salary (1000)(S&C); $16,330 Benefits (3000)(S&C); $2,000 EL supplemental materials (4000)(Title I)

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

Pg 35

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):**
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$4,000	$3,000
Source	S&C	S&C	S&C
Budget Reference	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)	$3,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 36

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$65,000	$120,000	$146,241
Source	Title I	Title I	Title I
Budget Reference	$20,000 Intervention teacher salaries (1000)(Title I);$40,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$90,000 Intervention teachers and or aides salaries (1000)(Title I); $30,000 Benefits (3000)(Title I)	$74,000 Intervention Instructional teacher (1000)(Title I); 30,329 Intervention Instructional aide (2000)(Title1); $12,664 intervention aide (2000)(base), $29,248 Benefits (3000)(Title I)

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

Pg 37

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$113,234.12	$113,234.12
Source	ASES	ASES	ASES
Budget Reference	$15,000 Three teacher stipends (1000)(ASES)	$113,242.12 Contract with Arc, Teacher & program stipends (1000)(ASES)	$50,000 coaches, tutors & academic enrichment & athletics program coordinator,(1000)(ASES), instructional materials $10,000 (4000) (ASES), student materials/ office supplies $8,000, $25,000 field trips (5000)(ASES), $20,000 facilities (5000)(ASES)

Pg 38

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$92500	$92,500	$116,554
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	82,608 one dean of academics (1000)(Base); $20,652 Benefits (3000)(Base); $7,919 Illuminate SIS & DNA (5000)(Base); $5,375 MAP-NWEA testing fees (5000)(Title I)

Pg 39

Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$79,000	$80,000	$93,750
Source	Base	Base	Base
Budget Reference	$64,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)	$64,000 College Counselor salary (1000)(Base); $15,00 Benefits (3000)(Base)	$75,000 College Counselors salary (1000)(Base); $18,750 Benefits (3000)(Base)

Pg 40

Action   11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,000	$7,000	$12,000
Source	Base	Base	Base
Budget Reference	$7,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$7,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$12,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Pg 41

Action   **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All students	MSA 3

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$9,750
Source	Base	Base	Base
Budget Reference	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,750 Naviance program (5000)(Base); $7,000 College preparation materials (4000)(Base)

Pg 42

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

    To increase student access to a broad course of study

    To offer innovative courses and programs

Priority 8:

    To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%

Pg 43

Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	90%	95%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,530,000	$2,530,000	$2,530,000

Pg 44

Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	$2,000,000 Teacher salaries (1000)(Base); $500,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)	$2,000,000 Teacher salaries (1000)(Base); $500,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)	$1,704,808 Teacher salaries (1000)(Base); $426,202 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learner, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$293,000	$308,000	$105,720
Source	Base	Base	Base

Pg 45

Budget Reference	$248,000 Principal and 2 Deans of Academics salaries (1000)(Base); $45,000 Benefits (3000)(Base)	$263,000 1 Principal and 1 Deans of Academic and 1 Vice Principal salaries (1000)(Base); $45,000 Benefits (3000)(Base)	$105,720 1 Principal (1000)(Base); $26,430 Benefits (3000)(Base)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Base	Base	Base

Pg 46

Budget Reference	Duplicated expense, included in Goal 2 Action 1	Duplicated expense, included in Goal 2 Action 1	Duplicated expense, included in Goal 2 Action 1

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$122,000	$127,000	$231,756
Source	Base	Base	Base
Budget Reference	$75,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1	$75,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary	$77,498 1 IT staff salary (2000)(Base); $23,250 Benefits (3000)(Base); $71,152 Computer/Technology teacher salary and

Pg 47

	Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses	and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $25,000 Computers; $15,000 Technology expenses	$17,538 benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $11,617 chromebooks (6000)(title 4) , 7,400 Computers (4000)(base); $24,300 Technology expenses

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Base	Base	Base

Pg 48

Budget Reference	$10,000 Science materials, field trips and college pathways (4000)(Base)	$10,000 Science materials, field trips and college pathways (4000)(Base)	$5,000 Science & college pathways materials (4000)(Base), $5,000 field trips (5000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

  To seek parent input in making decisions for the Charter School

  To promote parental participation in programs

Priority 5:

  To increase student attendance

  To avoid chronic absenteeism

  To avoid middle school dropout

  To avoid high school dropout

  To increase high school graduation rate

Priority 6:

  To avoid student suspension

  To avoid student expulsion

  To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Pg 49

Number of SSC meetings per year	4	7	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	7	4	4
Number of activities/events for parent involvement per year	5	20	25	25
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	20%	20%	20%	20%
ADA rate	97%	97%	97%	97%
Chronic absenteeism rate	10%	10%	9%	8%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	98%	100%	100%	100%
Student suspension rate	0%	0%	0%	0%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 76% Families: 48.3% Staff: 90.2%	Students: 86.3% Families: 91% Staff: 100%	Students: 85% Families: 85% Staff: 85%	Students: 85% Families: 85% Staff: 85%

Pg 50

School experience survey average approval rates	Students: 57% Families: 87% Staff: 64%	Students: 59% Families: 87% Staff: 72%	Students: 56% Families: 91% Staff: 69%	Students: 60% Families: 90% Staff: 70%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Pg 51

Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$8,000	$3,000
Source	Title I	Title I	Title I
Budget Reference	$3,000 Parent meeting expenses (4000)(Title I)	$8,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Pg 52

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	ALl Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Pg 53

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,500	$6,500	$6,500
Source	Base	Base	Base
Budget Reference	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All School Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Pg 54

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$17,000	$23,166
Source	Title I	Title I	Title I
Budget Reference	$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$17,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$23,166 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional	See description for 2017-18	See description for 2017-18

Pg 55

support will be provided to address student needs.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$62,000	$75,000	$74,522
Source	S&C; Title I	S&C; Title I	S&C
Budget Reference	$47,000 Edge Coaching (5000)(Title I) ; $15,000 Benefits (3000)(S&C);	$60,000 MFT Counselor salary (1000)(S&C); $15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	$57,324 MFT Counselor salary (1000)(S&C); $17,197 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Pg 56

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$136,500	$151,500	$151,500
Source	Base	Base	Base
Budget Reference	$90000 4 Office Clerk salaries (2000)(Base); $45,000 Benefits (3000)(Base); $1,500 Parent Reach notification program	$90000 4 Office Clerk salaries (2000)(Base); $60,000 Benefits (3000)(Base); $1,500 Parent Reach notification program	$96,812 Office Clerk salaries (2000)(Base); $29,044 Benefits (3000)(Base); $2,500 Parent Square notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18

Pg 57

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$89,000	$83,000	$85,000
Source	Base	Base	Base
Budget Reference	$64,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$73,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$75,600 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to	See description for 2017-18	See description for 2017-18

Pg 58

suspension/expulsion, including restorative practices.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$95,000	$107,000
Source	Base	Base	Base
Budget Reference	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)0	$80,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$85,000 1 Dean of Students (1000)(Base); $22,000 Benefits (3000)(Base)

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All Students	All Schols

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19		Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an	See description for 2017-18	See description for 2017-18

Pg 59

atmosphere of trust, respect, and high expectations.			

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$10,000	$5,000
Source	Base	Base	Base
Budget Reference	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$10,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$5,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience	See description for 2017-18	See description for 2017-18

Pg 60

surveys to students, parents, and staff.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$1,582
Source	Base	Base	Base
Budget Reference	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)	$1,582 Panorama Education surveys (5000)(Base)

Pg 61

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,131,960	27.16%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minutes' session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid.

Pg 62

Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 63

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,150,526	30.60 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minutes' session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Pg 64

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 65

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,032,201	30.61 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minutes' session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Pg 66

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 67

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

Pg 68

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Pg 69

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

Pg 70

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Pg 71

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Pg 72

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

Pg 73

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services **for** Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Pg 74

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

Pg 75

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

Pg 76

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

Pg 78

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

Pg 79

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

Pg 80

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

Pg 81

Pg 82

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-4	Lisa Ross, Principal	Lross@magnoliapublicschools.org 310-473-2464

2019-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy 4, is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-4's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-4 currently serves 166 students in grades 6-12. Our students come from Valencia to the north, Lomita to the south, Venice to the west and Fontana to the east. Our population consists of a variety of students, some of which have a language other than English spoken at home. A high concentration of our families experiences economic challenges. MSA-4 's diverse enrollment is comprised of 79.52% Hispanic/Latino, 16.27% African American/Black, 3.61% white and 0.6%, 74.7% Socioeconomically Disadvantaged, 22.89% Special Education, and 8.43% English Learner population.

MPS strives to graduate students who come from historically under-served neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-4 is supplemented by tutoring, after-school programs, and school-to-university links.

Pg 294.05

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

🖘 The need to continue our improvements in designated/integrated English Learner services

🖘 Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

🖘 Providing counseling and positive behavior intervention support services to our students by employing the following:

    PBIS – Positive Behavior Intervention and Supports

    MTSS – Multi-Tiered Systems of Supports

    Imagine Etiquette – Mentoring and leadership program

🖘 Keeping effective teachers and improving teacher observation and evaluation systems

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. This includes the consistent and targeted use of IAB (interim assessment blocks) and Map (Measures of Academic Progress) data to inform and drive our day-to-day instruction. MSA 4 spends quality time analyzing our data. We then spend time collaborating and planning around how to best support our students in our efforts to close the performance gap.

Pg 394.05

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

MSA 4 celebrates our successes around our graduation, reclassification rates and college acceptance rates.

Our graduation rate continues to be strong. We have maintained a rate of 90% or above for the last 3 years and are on track to maintain that rate for the upcoming year. This is an area of considerable pride for us in that we often enroll students with credit deficiencies and/or other challenges and manage to support them as they make strides toward academic and social success. We seek out opportunities for them to complete coursework in an expeditious manner by way of Odysseyware. This is an online platform that allow students to work at an accelerated rate to complete credit recovery courses. Our students know that we will support them in the manner that they need.

MSA 4 celebrates the fact that we have actively created a college going culture.
As a result our college acceptance rate has been fairly strong over the last 4 years. Please see the following chart regarding our college acceptance rates:

	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
4 year	76%	35%	67%	52%	62.5%
2 year	10%	55%	33%	48%	19%
Did not apply/other	16%	5% (Voc. Ed) 5%	0%	0%	12.5% (Undecided) 3% (Military) 3% (Voc. Ed.)

Pg 494.05

MSA 4 remains committed to ensuring that our students are supported and presented with the various programs available to them as a post-secondary option.

MSA 4 also offers our students SAT preparation and community service opportunities to bolster each student's application. We have come to know that while a great GPA used to be the "magic ticket" to gain acceptance to the college of choice, that is no longer the case. Students now need something to set them apart from the next student with a equally great GPA.

MSA 4's students placed 2nd and 3rd places in high school science and art at this year's MPS STEAM Expo. Our teachers and students worked very hard to present quality projects. We are actively working to integrate all facets of STEAM to enhance our students' learning.

MSA 4 also realized a slight increase of 2% in survey results in the area of overall satisfaction with our parent body. This is rather important in that they are our primary clientele.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

This year MSA 4 continues to focus on our overall student data; however, more of an emphasis on math as that is the area where our students continue to struggle. Our performance band went from yellow to the red band on the California Dashboard. MSA 4's overall proficiency rate was 8%. Our focus is working to move the 92% toward proficiency.

MSA 4 will continue using IAB (Interim Assessment Block) data to track student progress and plan for more targeted instruction and interventions.

MSA 4 experienced a decline in the area of overall satisfaction for our student and staff. This year there have been an increase in challenging behaviors. MSA 4 continues to employ PBIS (Positive behavior Interventions and Supports) and MTSS (Multi-Tiered Systems of Support) with our students. We will also continue with PD for all staff in these areas.

Pg 594.05

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

MSA 4 realizes that there is a continued need to reduce the number of students who are not meeting or exceeding standards in ELA and Math. A persistent school-wide goal is to reduce the percentage of students who are not attaining proficiency by 9% over the next 3 years.

In an effort to support our students in these areas, students assigned to Power English, Power Math, after-school tutoring and Saturday school. The expectation is that students are provided targeted interventions. Each student's progress is monitored, and students may transfer into another elective once they have made adequate gains toward proficiency.

MSA 4 has completed SWOT (strength, weaknesses, opportunities and threats) analyses. This practice was adopted during the 16-17 school year. All staff looks at student data and determine what might be preventing student gains in achievement and what might encourage students to perform at his/her optimum level. This is applied to all areas – academic, social-emotional, attendance, motivation and external contributors. This forces us as a school community to look at the whole child.

Sometimes we partner with outside entities to provide our students with additional resources. It may be counseling services, leadership, mentoring and enrichment.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Pg 694.05

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Pg 794.05

Pg 894.05

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%

Expected:

Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 6-8,11):

2018-19 Expected:

All Students:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year

Actual:

The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and 2018-19 SBAC data.

2017-18 (Baseline):

All Students:	32.63%
Socioeconomically Disadvantaged:	33.33%
Students with Disabilities:	13.33%
Hispanic:	35.71%

Pg 994.05

2018-19 (Actual):

All Students:	27.20%
Socioeconomically Disadvantaged:	27.08%
Students with Disabilities:	18.75%
Hispanic:	23.40%

Change in Average Distance from Standard on the CAASPP-ELA/Literacy assessments (Grades 6-8, 11) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	30.3 points below standard
English Learners:	73.7 points below standard
Socioeconomically Disadvantaged:	36.3 points below standard
Students with Disabilities:	86.4 points below standard
Hispanic:	38.2 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

Pg 1094.05

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 6-8,11) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments and 2018-19 SBAC data.

2017-2018 (Baseline) :

All Students:	8.42%
English Learners:	*
Socioeconomically Disadvantaged:	4.76%
Students with Disabilities:	0.00%
Hispanic:	9.53%

Pg 1194.05

2018-2019 (Actual) :

All Students:	8.46%
English Learners:	11.11%
Socioeconomically Disadvantaged:	10.41%
Students with Disabilities:	12.50%
Hispanic:	8.51%

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	112.6 points below standard
English Learners:	133.4 points below standard
Socioeconomically Disadvantaged:	121.4 points below standard
Students with Disabilities:	151.9 points below standard
Hispanic:	128.2 points below standard

Pg 1294.05

	Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:
	2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Percentage of EL students making annual progress in learning English as measured by the ELPAC: 2 percentage points up from the prior year	2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs.
	2017-18 (Baseline):

Level 4 - Well Developed	33.33%
Level 3 - Moderately Developed	27.77%
Level 2 - Somewhat Developed	27.77%
Level 1 – Beginning Stage	11.11%

Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year	

2017-18 (Baseline)	47%
2018-19 (Projected)	1 percentage point up from the prior year

Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced	2018-19 SBAC data is not available at this time. The following table shows 2017-18 proficiency rates of our graduating seniors on the

Pg 1394.05

Summative Assessments: 2 percentage points up from the prior year	CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2018-19.

	2017-18 (Baseline)	ELA 32% - Math 8%
	2018-19 (Projected)	2 percentage points up from the prior year

Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year	

	2017-18 (Baseline)	15%
	2018-19 (Projected)	2 percentage points up from the prior year

Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year	

	2017-18 (Baseline)	100%
	2018-19 (Projected)	2 percentage points up from the prior year

Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 100%

Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 2 percentage points up from the prior year	

	2016-17 (Baseline)	100%
	2017-18 (Actual)	100%

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Pg 1494.05

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported four of our teachers for their credentialing needs. We are compliant with teacher assignments.	$20,000 BTSA expenses (5000)(Base); $5,000 Credentialing expenses (5000)(Base)	$16,640 BTSA expenses (5000)(Base); $4,500 credentialing expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of	$13,000 Books (4000)(Base); $15,000 Instructional materials (4000)(Base)	$12,800 Books (4000)(Base); $15,000 Instructional materials (4000)(Base)

Pg 1594.05

purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	materials. We have also budgeted to ensure sufficient access to instructional materials.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$0	$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$25,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base); $70,000 Dean salary and benefits (2000)(Base)	$10,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base); $78,000 Dean salary and benefits

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$70,000 Dean salary, $1,500 benefits (2000)(S&C); $150 EL supplemental materials (4000)(Title I)	$78,000 Dean salary, $1,500 benefits (2000)(S&C); $150 EL supplemental materials (4000)(Title I)

Pg 1694.05

progress in program implementation according to our EL Master Plan.			

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$5,000 Professional Development on ELD strategies (5000)(S&C)	$500 Professional Development on ELD strategies (5000)(S&C)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$35,000 Intervention teacher salaries (1000)(Title I); $3,000 Benefits (3000)(Title I)	$23,000 Intervention teacher salaries (1000)(Title I); $3,000 Benefits (3000)(Title I)

Pg 1794.05

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$52,000 stipends (1000)(Title I)	$45,000 stipends (1000)(Title I)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	$70,000 Dean's salary (1000)(Base); $1,500 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $2,000 MAP testing fees (5000)(Title I)	$78,000 Dean's salary (1000)(Base); $1,500 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $2,000 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	$7,000 College Counselor stipend (1000)(Base); $5,000 Benefits (3000)(Base)	$24,000 College Planning and support (CRBG – College Readiness Block Grant Funds)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement	Based on student needs and interests, we have offered the following AP courses this	$4,500 AP Teacher additional salaries	$4,500 AP Teacher additional salaries

Pg 1894.05

(AP) courses based on student needs and interests.	year: AP Spanish, AP World History, AP English and AP Stats	(1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	(1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12.	$2,500 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,000 Naviance program (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Pg 1994.05

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

Last school year our students experience an increase in the AP passing rates for world history. Our world history rate increased from 14% to 33%. Our AP Spanish rate continues to be strong at 80%.

As a result of our 2017 CAASPP math data, we revamped how Power Math was implemented this school year. We added more interventionists to support or students. Students are provided targeted small-group instruction according to each one's academic need. We have seen increases in our IAB and ICA data and expected to see an increase in our upcoming math data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 2094.05

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 4%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 4%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 100%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 100%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Pg 2194.05

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest.	$1,064,000 Teacher salaries (1000)(Base); $50,000 Benefits (3000)(Base); $14,000 Online courses (5000)(Base); $10,000 Field trip expenses (5000)(Base)	$664,506 Teacher salaries (1000)(Base); $50,000 Benefits (3000)(Base); $13,000 Online courses (5000)(Base); $10,000 Field trip expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	$165,000 1 Principal and 1 Dean of Academics salaries (2000)(Base); $3,000 Benefits (3000)(Base)	$165,000 1 Principal and 1 Deans of Academics salaries (2000)(Base); $3,000 Benefits (3000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer an Advanced Math club to students in grades 6-8.	$61,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$61,000 1Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Pg 2294.05

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have 1-to-1 Chromebooks for our students. Our teachers have participated in PD on Blended Learning.	$70,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $67,000 Technology expenses	$70,000 Benefits 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $60,000 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo.	$3,000 Science materials (4000)(Base)	$2,100 Science materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Pg 2394.05

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Here you need to talk about that your data to show that these actions/services have been effective

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 2494.05

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual	
Number of SSC meetings per year: 4	Current: 6	By the end of 2018-19 (Planned): 6
Number of PTF meetings per year: 4	Current: 8	By the end of 2018-19 (Planned): 8
Number of activities/events for parent involvement per year: 5	Current: 18	By the end of 2018-19 (Planned): 20
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.	
Number of progress reports sent to parents per year: 4	4	
Percentage of students who have been home-visited by the teachers per year: 10%	2017-18 (Baseline) — 10% 2018-19 (Current) — 14% 2018-19 (End of year Planned) — 14%	
ADA rate: 94%	2017-18 (Baseline) — 94.05% 2018-19 (Current) — 93.39% 2018-19 (End of year Projected) — 93.5%	

Pg 2594.05

Chronic absenteeism rate: 3%	2017-18 (Baseline) — 18% 2018-19 (Current) — 19.28% 2018-19 (End of year Projected) — 19.28%

2017-18 (Baseline)	18%
2018-19 (Current)	19.28%
2018-19 (End of year Projected)	19.28%

Middle school dropout rate: 0%

2017-18 (Baseline)	0%
2018-19 (Current)	0%
2018-19 (End of year Projected)	0%

High school dropout rate: 0%

2017-18 (Baseline)	0%
2018-19 (Current)	0%
2018-19 (End of year Projected)	0%

Four-year cohort graduation rate: 100%

2017-18 (Baseline)	100%
2018-19 (End of year Projected)	100%

Student suspension rate: 0%

2017-18 (Baseline)	0%
2018-19 (Current)	8.43%

Pg 2694.05

	2018-19 (End of year Projected)	0%

Student expulsion rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	.5%
	2018-19 (End of year Projected)	.5%

School experience survey participation rates will be:

Students:	100%
Families:	50%
Staff:	100%

School experience survey participation rates are:

Students:	97.8%
Families:	37.7%
Staff:	100%

School experience survey average approval rates will be:

Students:	75%
Families:	75%
Staff:	75%

School experience survey average approval rates are:

Students:	78%
Families:	98%
Staff:	89%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Pg 2794.05

| Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings. | We hold monthly SSC, and PTF meetings to seek parent input in making decisions for the school. | $1,000 Parent meeting expenses (4000)(Title I) | $1,000 Parent meeting expenses (4000)(Title I) |

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Star Student assemblies, Open House, Coffee with the Principal, SLAM! Showcase, STEAM Expo, Parent College and campus beautification	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$1,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$50 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Pg 2894.05

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	$165,000 1 Principal and 1 Dean salaries (2000)(Base); $3,000 Benefits (3000)(Base)	$165,000 1 Principal and 1 Dean salaries (2000)(Base); $3,000 Benefits (3000)(Base)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$40,000 1 Office Manager salary (1000)(Base); $1,500 benefits (3000)(Base); $1,500 School Messenger notification program	$40,000 1 Office Manager salary (1000)(Base); $1,500 benefits (3000)(Base); $1,500 Parent Square notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	$7,000 College Counselor stipend (1000)(Base); $ 5,000 Benefits (3000)(Base) $14,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$7,000 College Counselor stipend (1000)(Base); $ 5,000 Benefits (3000)(Base) $14,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Pg 2994.05

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$70,000 1 Dean of Students (2000)(Base); $1,500 Benefits (3000)(Base)	$70,000 1 Dean of Students (1000)(Base); $1,500 Benefits (3000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$165,000 1 Principal and 1 Dean salaries (2000)(Base); $3,000 Benefits (3000)(Base)	$165,000 1 Principal and 1 Dean salaries (2000)(Base); $3,000 Benefits (3000)(Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Pg 3094.05

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Despite an increase in challenging behaviors, we have been able to stay committed to the practices associated with PBIS. We continue to have a rate of 0% suspension/expulsions. Our parents' survey approval rate increased by 2%. Our graduation rate remains strong at 100% for the 3rd year. We are a small school with big school concerns, but we continue to send students to college at a rate above 90% annually.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have a minimal difference in material cost.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Pg 3194.05

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. Per our survey results, we have a full-time college counselor for the 18-19 school year to help with the college planning and applications for our students. There was an addition of a Dean of students to help assist with rebuilding our school culture. Our school's survey results suffered due to a decline in our stakeholders feeling unsafe and concern regarding and increase of challenging behaviors.

Pg 3294.05

Stakeholder Engagement

LCAP Year: **2019–20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-4 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. These committees provide representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 8 PTF meetings, 7 SSC meetings, at least five parent activities/events including weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

Pg 3394.05

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

📖 Improvements in designated/integrated English Learner services

📖 Expanding after school, Saturday school, and summer school opportunities

📖 Providing counseling and behavior support services to our students

📖 Improving teacher observation and evaluation systems and keeping effective teachers

📖 Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses

📖 Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom

📖 Expanding STEAM-based programs and activities

📖 Other input includes improving school facilities and the lunch program.

Pg 3494.05

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

- To ensure teachers are appropriately assigned and fully credentialed
- To ensure students have sufficient access to standards-aligned instructional materials
- To ensure school facilities are maintained in good repair

Priority 2:

- To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

Pg 3594.05

- 📖 To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- 📖 To ensure EL students make annual progress in learning English
- 📖 To ensure our students are college/career ready

Priority 8:

- 📖 To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 52.7 points below standard English Learners: 93.9 points below standard	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year

Pg 3694.05

	Socioeconomically Disadvantaged: 48.8 points below standard	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year
	Students with Disabilities: 125 points below standard	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year
	Hispanic: 45.9 points below standard	Hispanic: 3 points up from the prior year	Hispanic: 3 points up from the prior year	Hispanic: 3 points up from the prior year
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	**2016-17 (Baseline):** All Students: 109.8 points below standard / English Learners: 149.8 points below standard / Socioeconomically Disadvantaged: 110.2 points below standard / Students with Disabilities: 184.6 points below standard / Hispanic: 107.5 points below standard	**2017-18 (Expected):** All Students: 3 points up from the prior year / English Learners: 3 points up from the prior year / Socioeconomically Disadvantaged: 3 points up from the prior year / Students with Disabilities: 3 points up from the prior year / Hispanic: 3 points up from the prior year	**2018-19 (Expected):** All Students: 3 points up from the prior year / English Learners: 3 points up from the prior year / Socioeconomically Disadvantaged: 3 points up from the prior year / Students with Disabilities: 3 points up from the prior year / Hispanic: 3 points up from the prior year	**2019-20 (Expected):** All Students: 3 points up from the prior year / English Learners: 3 points up from the prior year / Socioeconomically Disadvantaged: 3 points up from the prior year / Students with Disabilities: 3 points up from the prior year / Hispanic: 3 points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the ELPAC	84%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	47%	48%	49%	20%

Pg 3794.05

Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	ELA 31.1% Math 17.2%	32.1% 18.2%	28% 8 %	31.1% 8%
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	ELA 48% Math 12%	50% 14%	52% 16%	54% 18%
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	12%	14%	16%	18%
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	100%	100%	90%	100%
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	100%	100%

Pg 3894.05

Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	31%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

Pg 3994.05

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$15,000	$5,000
Source	Base	Base	Base
Budget Reference	$20,000 BTSA expenses (5000)(Base); $5,000 credentialing expenses (5000)(Base)	$10,000 BTSA expenses (5000)(Base); $5,000 credentialing expenses (5000)(Base)	$5,000 BTSA expenses (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Pg 4094.05

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$28,000	$27,000	$27,000
Source	Base	Base	Base
Budget Reference	$13,000 Books (4000)(Base); $15,000 Instructional materials (4000)(Base)	$12,000 Books (4000)(Base); $15,000 Instructional materials (4000)(Base)	$12,000 Books (4000)(Base); $15,000 Instructional materials (4000)(Base)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 4194.05

All	All Schools

<div align="center">**OR**</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Base	Base	Base
Budget Reference	Included in pro-rata share	Included in pro-rata share	Included in pro-rata share

Pg 4294.05

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged		Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 4394.05

Year	2017-18	2018-19	2019-20
Amount	$99,000	$91,000	$93,000
Source	Base	Base	Base
Budget Reference	$26,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base); $70,000 Dean salary and $1,500 benefits (1000)(3000)(Base)	$15,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base); $73,000 Dean salary and $1,500 benefits (1000)(3000)(Base)	$15,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base); $75,000 Dean's salary and $1,500 benefits (1000)(3000)(Base)

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Pg 4494.05

Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$71,550	$74,650	$76,650
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$70,000 Dean's salary (1000)(S&C); $1,500 Benefits (3000)(S&C); $150 EL supplemental materials (4000)(Title I)	$73,000 Dean's salary (1000)(S&C); $1,500 Benefits (3000)(S&C); $150 EL supplemental materials (4000)(Title I)	$75,000 Dean's salary (1000)(S&C); $1,500 Benefits (3000)(S&C); $150 EL supplemental materials (4000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg 4594.05

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	See description for 2017-18	See description for 2017-18

Pg 4694.05

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$500	$1,000
Source	S&C	S&C	S&C
Budget Reference	$5,000 Professional Development on ELD strategies (5000)(S&C)	$500 Professional Development on ELD strategies (5000)(S&C)	$1,000 Professional Development on ELD strategies (5000)(S&C)

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Pg 4794.05

During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$38,000	$38,000	$38,000
Source	Title I	Title I	Title I
Budget Reference	$35,000 Intervention teacher salaries (1000)(Title $3,000 Benefits (3000)(Title I)	$35,000 Intervention teacher salaries (1000)(Title I); $3,000 Benefits (3000)(Title I)	$35,000 Intervention teacher salaries (1000)(Title I); $3,000 Benefits (3000)(Title I)

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 4894.05

Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$52,000	$45,000	$52,000
Source	Title I	Title I	Title I
Budget Reference	$52,000 teacher stipends (1000)(Title I)	$45,000 teacher stipends (1000)(Title I)	$52,000 teacher stipends (1000)(Title I)

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Pg 4994.05

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$176,500	$182,500	$184,500
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	$165,000 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $2,000 MAP testing fees (5000)(Title I)	$171,000 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $2,000 MAP testing fees (5000)(Title I)	$173,000 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $2,000 MAP testing fees (5000)(Title I)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

Pg 5094.05

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,000	$87,500	$88,500
Source	Base	Base	Base
Budget Reference	$7,000 College Counselor stipend (1000)(Base); $5,000 Benefits (3000)(Base)	$82,500 College Counselor salary (1000)(Base); $5,000 Benefits (3000)(Base)	$83,500 College Counselor salary (1000)(Base); $5,000 Benefits (3000)(Base)

Pg 5194.05

Action   11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| All | All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,500	$8,000	$8,000

Pg 5294.05

Source	Base	Base	Base
Budget Reference	$4,500 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$8,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$8,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action   12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	See description for 2017-18	See description for 2017-18

Pg 5394.05

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,500	$5,500	$6,000
Source	Base	Base	Base
Budget Reference	$2,500 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,500 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$3,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)

Pg 5494.05

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

- To increase student access to a broad course of study
- To offer innovative courses and programs

Priority 8:

- To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be	100%	100%	100%	100%

Pg 5594.05

provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	4%	4%	5%	5%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%

Pg 5694.05

Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	81%	81%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Pg 5794.05

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,138,600	$1,134,500	$1,134,500
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	$1,064,000 Teacher salaries (1000)(Base); $50,000 Benefits (3000)(Base); $14,000 Online courses (5000)(Base); $10,000 Field trip expenses (5000)(Donations)	$1,063,500 Teacher salaries (1000)(Base); $50,000 Benefits (3000)(Base); $14,000 Online courses (5000)(Base); $7,000 Field trip expenses (5000)(Donations)	$1,063,500 Teacher salaries (1000)(Base); $50,000 Benefits (3000)(Base); $14,000 Online courses (5000)(Base); $5,000 Field trip expenses (5000)(Donations)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg 5894.05

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$168,000	$171,000	$173,000
Source	Base	Base	Base
Budget Reference	$165,000 1 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base)	$168,000 1 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base)	$170,000 1 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: **Location(s):**

Pg 5994.05

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">**OR**</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$61,000	$65,000	$65,000
Source	Base	Base	Base
Budget Reference	$61,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$65,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$65,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Pg 6094.05

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">**OR**</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 6194.05

Year	2017-18	2018-19	2019-20
Amount	$137,000	$139,000	$141,000
Source	Base	Base	Base
Budget Reference	$70,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $67,000 Technology expenses	$72,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $67,000 Technology expenses	$74,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $67,000 Technology expenses

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Pg 6294.05

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$1,000
Source	Base	Base	Base
Budget Reference	$3,000 Science materials (4000)(Base)	$3,000 Science materials (4000)(Base)	$1,000 Science materials (4000)(Base)

Pg 6394.05

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

Priority 5:

- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

Priority 6:

- To avoid student suspension

Pg 6494.05

👜 To avoid student expulsion

👜 To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	7	7	7
Number of PTF meetings per year	4	8	8	8
Number of activities/events for parent involvement per year	5	16	20	18
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	23%	1%	10%	15%
ADA rate	94%	90.5%	93.05%	94%
Chronic absenteeism rate	9%	21%	19%	17%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	100%	100%	100%	100%

Pg 6594.05

Student suspension rate	0%	0%	10	5%
Student expulsion rate	0%	0%	.6%	0%
School experience survey participation rates	Students: 100% Families: 50% Staff: 100%	Students: 97.8% Families: 37.7% Staff: 100%	Students: 80.7% Families: 15.7% Staff: 78.9%	Students: 81% Families: 20% Staff: 100%
School experience survey average approval rates	Students: 85% Families: 85% Staff: 85%	Students: 78% Families: 98% Staff: 89%	Students: 64% Families: 100% Staff:87%	Students: 70% Families: 100% Staff: 90%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Pg 6694.05

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,000	$1,000
Source	Title I	Title I	Title I
Budget Reference	$1,000 Parent meeting expenses (4000)(Title I)	$1,000 Parent meeting expenses (4000)(Title I)	$1,000 Parent meeting expenses (4000)(Title I)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg 6794.05

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$4,000
Source	Base	Base	Base
Budget Reference	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)	$4,000 Parent activities/events expenses (4000)(Base)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: **Location(s):**

Pg 6894.05

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,500	$6,500	$6,500
Source	Base	Base	Base

Pg 6994.05

Budget Reference	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 7094.05

Year	2017-18	2018-19	2019-20
Amount	$1,500	$1,500	$1,500
Source	Title I	Title I	Title I
Budget Reference	$1,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$1,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$1,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning	See description for 2017-18	See description for 2017-18

Pg 7194.05

environment for all our students and families. Academic and social-emotional support will be provided to address student needs.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$168,000	$171,000	$200,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$165,000 Principal and Dean's salary (1000)(S&C); $3,000 Benefits (3000)(S&C)	$168,000 School Psychologist salary (1000)(S&C); $3,000 Benefits (3000)(S&C)	$180,000 Principal and Dean's salary (1000)(S&C); $3,000 Benefits (3000)(S&C), $7,000 Mitchell Family Counseling

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Pg 7294.05

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$43,000	$45,000	$51,000
Source	Base	Base	Base
Budget Reference	$40,000 1 Office Manager salary (2000)(Base); $1,500 Benefits (3000)(Base); $1,500 School Messenger notification program	$42,000 1 Office Manager salary (2000)(Base); $1,500 Benefits (3000)(Base); $1,500 Parent Square notification program	$48,000 1 Office Manager salary (2000)(Base); $1,500 Benefits (3000)(Base); $1,500 Parent Square notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: **Scope of Services:**   **Location(s):**

Pg 7394.05

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$24,000	$96,500	$ 90,500
Source	Base	Base	Base
Budget Reference	$10,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $14,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$82,500 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $14,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$80,500 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $5,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Pg 7494.05

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$71,500	$74,500	$76,500

Pg 7594.05

Source	Base	Base	Base
Budget Reference	$70,000 1 Dean of Students (1000)(Base); $1,500 Benefits (3000)(Base)	$73,000 1 Dean of Students (1000)(Base); $1500 Benefits (3000)(Base)	$75,000 1 Dean of Students (1000)(Base); $1500 Benefits (3000)(Base)

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an	See description for 2017-18	See description for 2017-18

Pg 7694.05

atmosphere of trust, respect, and high expectations.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$168,000	$171,000	$173,000
Source	Base	Base	Base
Budget Reference	$165,000 1 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base)	$168,000 1 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base)	$170,000 1 Principal and Dean's salaries (1000)(Base); $3,000 Benefits (3000)(Base)

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

Pg 7794.05

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Pg 7894.05

Pg 7994.05

Pg 8094.05

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$382,586	26.32 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

✍ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

✍ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

✍ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

Pg 8194.05

🕮 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

🕮 Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorly, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

🕮 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

🕮 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

🕮 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 8294.05

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 359,601	24.48%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

🖉 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

🖉 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

🖉 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

🖉 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

Pg 8394.05

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

✎ Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

✎ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

✎ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

✎ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 8494.05

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 396,022	22.65 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

Pg 8594.05

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

🖙 Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

🖙 Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

🖙 Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

🖙 Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 8694.05

Pg 8794.05

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

Pg 8894.05

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Pg 8994.05

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

Pg 9094.05

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Pg 9194.05

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Pg 9294.05

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Pg 9394.05

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating

Pg 9494.05

only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Pg 9594.05

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

Pg 9694.05

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

Pg 9794.05

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

    A. Statewide assessments;

    B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);

    D. The English learner reclassification rate;

Pg 9894.05

E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

Pg 9994.05

Pg 10094.05

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

Pg 10194.05

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

Pg 10294.05

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

Pg 10394.05

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

Pg 10494.05

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

Pg 10594.05

Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>California School Dashboard</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-5	Brad Plonka, Principal	bplonka@magnoliapublicschools.org (818) 705-5676

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

MSA-5 currently has 240 students in grades 6-11, and mainly draws enrollment from Reseda, CA and neighboring communities. The neighborhoods that MSA-5 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-5 serves faces economic challenges. MSA-5 has a diverse enrollment, including 87% Hispanic/Latino, 5% White, 5% Asian, and 2% Black or African American. Of our 240 students, 88% Socioeconomically Disadvantaged, 17% Special Education, and 23% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

-Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College

-The need to continue our improvements in designated/integrated English Learner services

-Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

-Providing counseling and positive behavior intervention support services to our students

-Improving the school's communication system, ParentSquare, to get messages to families

Pg 1

-Keeping the school site safe

-The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Those include, chronic absenteeism, in all subgroup have growth in English Language Arts and Math.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Areas that we are most proud of are the following:

● Suspension Rate is Green for all students and sub groups.

● All subgroups, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic in ELA and Math increased significantly on the CA School Dashboard.

● CAASPP test results increased 12% in ELA and 19% in Math.

● Approval rating grew 8% with students.

● Overall satisfaction increased 9% with students.

● Actions that we will maintain is our power classes for Math and ELA and our designated English Learner Classes.   We will also continue to provide PD in areas that support our students' demographics (differentiated instruction).

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

In both Math and ELA our Special Education population was low at 94.1 points below standard in Math and very low at 79.3 points below standard in ELA. Also we were categorized as low in in ELA & Math as a whole. Special Education students need more attention and more PD for teaching students with disabilities are needed. More math tutoring provided through Title I funds, Saturday school, Power Math and after school tutoring for all struggling sub groups.

Also, based upon our student survey results, topic 3 (safety), topic 5 (growth mindset) and topic 6 (self-efficacy) has shown the lowest percent favorable by students. We'll continue to have staff connect with their students and help students set goals beyond high school.

Chronic absenteeism rate still is over 10% and our ADA is meeting our 95% goal, but we would still like to improve on that as well.

Pg 2

Performance Gaps

Though the majority of our student groups showed growth in Math and in ELA, still the majority were categorized low or very low.

MSA-5 is planning to continue to provide students a variety of supports such as after school tutoring, Saturday School, Power classes, and 1 on 1 tutoring with staff at school. Also, MSA-5 will continue to provide staff with PD on differentiated instruction, Response to Intervention (RTI), and working with diverse learners.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8): 2018-19 Expected: | All Students:	
English Learners:	5 percentage points up from the prior year		2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19. 2017-18 (Baseline): | All Students:	46%
English Learners:	7%	

Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year

Socioeconomically Disadvantaged:	50%
Students with Disabilities:	17%
Hispanic:	46%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	20.9 points below standard
English Learners:	40.9 points below standard
Socioeconomically Disadvantaged:	18.8 points below standard

Pg 5

Hispanic:	3 points up from the prior year

Students with Disabilities:	79.3 points below standard
Hispanic:	38.2 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Reading assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	45%
English Learners:	41%
Socioeconomically Disadvantaged:	50%
Students with Disabilities:	50%
Hispanic:	42%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

Pg 6

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

2018-19 Expected:

All Students:	1 percentage points up from the prior year
English Learners:	1 percentage points up from the prior year
Socioeconomically Disadvantaged:	1 percentage points up from the prior year
Students with Disabilities:	1 percentage points up from the prior year
Hispanic:	1 percentage points up from the prior year
White:	1 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	34%
English Learners:	13%
Socioeconomically Disadvantaged:	36%
Students with Disabilities:	14%
Hispanic:	33%
White:	15%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

Pg 7

2018-19 (Projected):

All Students:	1 percentage points up from the prior year
English Learners:	1 percentage points up from the prior year
Socioeconomically Disadvantaged:	1 percentage points up from the prior year
Students with Disabilities:	1 percentage points up from the prior year
Hispanic:	1 percentage points up from the prior year
White:	1 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

2017-18 (Baseline):

All Students:	38.0 points below standard
English Learners:	37.0 points below standard
Socioeconomically Disadvantaged:	33.9 points below standard
Students with Disabilities:	94.1 points below standard
Hispanic:	41.4 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

Pg 8

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	55%
English Learners:	55%
Socioeconomically Disadvantaged:	61%
Students with Disabilities:	61%
Hispanic:	55%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year

Pg 9

	Socioeconomically Disadvantaged:	2 percentage points up from the prior year
	Students with Disabilities:	2 percentage points up from the prior year
	Hispanic:	2 percentage points up from the prior year

Percentage of EL students making annual progress in learning English as measured by the ELPAC: 2 percentage points up from the prior year	2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs.

2017-18 (Baseline):

Level 4 - Well Developed	25%
Level 3 - Moderately Developed	39%
Level 2 - Somewhat Developed	19%
Level 1 – Beginning Stage	17%

Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year	2017-18 (Baseline)	31%
	2018-19 (Projected)	1 percentage point up from the prior year

Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 80%	2017-18 (Baseline)	70%
	2018-19 (End of first semester)	85%
	2018-19 (End of second semester Projected)	1 percentage point up from the prior year

Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 45%

Pg 10

Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 2 percentage points up from the prior year		
	2017-18 (Baseline)	10%
	2018-19 (Actual)	20%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported two of our teachers for their credentialing needs. We are compliant with teacher assignments.	$6,000 BTSA expenses (5000)(Base); $2,000 EL authorization expenses (5000)(Base)	$5,542.9 BTSA expenses (5000)(Base

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	$20,000 Books (4000)(Base); $13,000 Instructional materials (4000)(Base)	$26,545 Books (4000)(Base); $1,070 Instructional materials (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Pg 11

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$1,000 Janitorial services (5000)(Base)	N/A

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$10,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base)	$2,096.89 Professional Development (5000)(Base); $1020 TeachBoost fees (5000)(Base)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$5,000 EL Coordinator Stipend (1000); $1000 EL supplemental materials (4000)(Title I)	$5,000 EL Coordinator salary (1000)(S&C); $2,500 EL supplemental materials (4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Pg 12

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$4,000 Professional Development on ELD strategies (5000)(S&C)	$150 Professional Development on ELD strategies (5000)(S&C)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, ELD Designated Support etc.	$40,000 Intervention teacher salaries (1000)(Title I);$2,000 Summer school Math Support (1000)(Title I); $3,000 EL Coordinator (1000)(Title I) ; $13,000 Benefits (3000)(Title I)	$67,680 Intervention teacher salaries (1000)(Title I);$2,000 Summer school Math Support (1000)(Title I); $5,000 EL Coordinator (1000)(Title I) ; $22,676 Benefits (3000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Pg 13

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$55,000 EL teacher salary (1000)(ASES); $15,000 Benefits (3000)(ASES)	$60,214 One teacher salary (1000)(ASES); $8,064 Benefits (3000)(ASES)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	$85,000 One dean of academics (1000)(Base); $15,000 Benefits (3000)(Base); $3250 illuminate SIS & DnA (5000)(Base); $2,625 MAP testing fees (5000)(Title I)	$92,240 Dean of Academics salary (1000)(Base); $26,749 Benefits(3000)(Base)$2,876 Illuminate SIS & DnA (5000)(Base); $3100 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our Dean of Academics creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	N/A	$92,240 Dean of Academics salary (1000)(Base); $26,749 Benefits(3000)(Base)$

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Starting the 2018-19 school year, Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	Based on student needs and interests, we offered the following AP courses next year: AP Spanish and AP Language Arts.	$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2:	$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2:

		Action 1]; AP course materials (3000)(Base)	Action 1]; AP course materials (3000)(Base)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness in grades 11-12.	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	N/A

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer Advisory classes and will offer AP classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We have shown growth with our ELs and SPED students on their growth according to the CA Dashboard. Also, our Math did grow more than 1% in meeting or exceeding the standards. For our items that that were not effective, we continue to look at our data to determine what specific areas where our students need more intervention.

Pg 15

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Action Item 4, $10,000 was budgeted for professional development and we spent $2,096.89 as we did most of our professional development in house. This includes our PD and ELD strategies. Action item 7, we added one more ELA and Math Intervention class requiring two additional team member to teach the class raising the amount budgeted for salaries and insurance. Finally, for Action Item 12, we did not utilize Naviance and College Prep materials as a teacher provide College Readiness Support as well as the Dean of Academics. Since we are adding 12th grade next year and will have a larger 11th grade co-hort, we will implement Naviance for the 2019-20 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%

Pg 16

Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 11%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo:60%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, Mathematics, Social Sciences, and Science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest.	$730,000 Teacher salaries (1000)(Base); $182,000 Benefits (3000)(Base); (5000)$10,000 Field trip expenses	$723,000 Teacher salaries (1000)(Base); $202,000 Benefits (3000)(Base); $7700 Field trip expenses

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are	We have designed our master schedule to meet the needs of all students. We provide	$185,000 1 Principal and Dean of Academics salaries (1000)(Base);	$192,862 1 Principal and 1 Dean of Academics salaries (1000)(Base);

Pg 17

| available to all students, including student groups. | opportunities for online and dual enrollment as well. | $45,000 Benefits (3000)(Base) | $55,930 Benefits (3000)(Base) |

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$72,518 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased Chromebooks, carts and Smart boards.	$40,000 1 IT staff salary (2000)(Base); $10,000 Benefits (3000)(Base); $10,000 Computers; $15,000 Technology expenses	$42,449 1 IT staff salary (2000)(Base); $12,300 Benefits (3000)(Base); $ 9,937 Computers; $9100 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-	$5,000 Science materials (4000)(Base)	$7,564.05 Science materials (4000)(Base)

Pg 18

access to quality out-of-school STEAM activities and achievements.	wide STEAM expo and county-wide science fairs and activities as well.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We were also able to have a high percentage of students to participate in our own STEAM Expo as well as our CMO's STEAM Expo as well. We also were able to provide the listed classes in our charter petition and continue to keep our students on track to graduate on time with the necessary classes to qualify for college.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 20

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual	
Number of SSC meetings per year: 4	Current: 3	By the end of 2018-19 (Planned): 4
Number of ELAC meetings per year: 4	Current: 3	By the end of 2018-19 (Planned): 4
Number of PTF meetings per year: 4	Current: 5	By the end of 2018-19 (Planned): 5
Number of activities/events for parent involvement per year: 5	Current: 6	By the end of 2018-19 (Planned): 7
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.	
Number of progress reports sent to parents per year: 4	4	

Percentage of students who have been home-visited by the teachers per year: 30%	2017-18 (Baseline)	20%
	2018-19 (Current)	45%
	2018-19 (End of year Planned)	50%

ADA rate: 95%	2017-18 (Baseline)	94%
	2018-19 (Current)	95%
	2018-19 (End of year Projected)	95%

Chronic absenteeism rate: 12%	2017-18 (Baseline)	15%

Pg 21

	2018-19 (Current)	11%	
	2018-19 (End of year Projected)	10%	

Middle school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%

High school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%

Student suspension rate: 5%	2017-18 (Baseline)	0%
	2018-19 (Current)	1%
	2018-19 (End of year Projected)	1%

Student expulsion rate: 1%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%

School experience survey participation rates will be:

Students:	97%
Families:	96%
Staff:	100%

School experience survey participation rates are:

Students:	99%
Families:	100%
Staff:	100%

School experience survey average approval rates will be:

Students:	65%

School experience survey average approval rates are:

Students:	64%

Pg 22

Families:	90%
Staff:	90%

Families:	96%
Staff:	93%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	$3,000 Parent meeting expenses (4000)(Title I)	$2,280 Parent meeting expenses (4000)(Title I)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. You can add more events here that promote parental participation.	$1,000 Parent activities/events expenses (4000)(Base)	$2,280 Parent activities/events expenses (4000)(Base) [Duplicated Expense: See Goal 3: Action 2]

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	$3,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$2,876 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Pg 23

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$7,000 Home visit compensation (1000)(3000)(5000)(Title I)	$15,800 Home visit compensation (1000)(3000)(5000)(Title I)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	$35,000 School Psychologist salary (1000)(S&C); $7,500 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	$32,300 Psychologist salary (1000)(3000)(S&C); $5,000 Discipline Coordinator Stipend (1000)(ASES)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program	$60,997 1 Office Manager (2000)(Base); $17,690 Benefits (3000)(Base); $2,280 ParentReach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Pg 24

Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	$85,000 Dean of Academics salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $15,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$92,240 Dean of Academics salary (1000)(Base); $26,749 Benefits(3000)(Base)$ [Duplicated Expense: See Goal 1: Action 10]; $2,067 Online courses (5000)(Base)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$5,000 Discipline Coordinator Stipend (1000)(Base)	$5,000 Discipline Coordinator Stipend (1000)(Base)Duplicated Expense]

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,900 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Pg 25

Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$2,000 Panorama Education surveys (5000)(Base)	$784 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-5 has met LCAP goal of keeping a low suspension rate. Also, MSA-5's survey results show approval growth from students from 64% to 72% and family approval maintained with a 1% drop and staff stayed the same at 93%. MSA-5's ADA has maintained at 95% as well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.Goal 3 Action 4 showed a signfnicant increase as the Charter School made it a priority to visit as many families as possible exceeding it's 30% by over 10%.   Also, Goal 3 Action 6 was not as high due to the time it took to hire a qualified office clerk for the main office.

Pg 26

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 27

Stakeholder Engagement

LCAP Year: **2019–20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-5 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made over 100 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:
  Improvements in designated/integrated English Learner services

Pg 28

Expanding after school, Saturday school, and summer school opportunities

Providing counseling and behavior support services to our students

Improving teacher observation and evaluation systems and keeping effective teachers

Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses

Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom

Expanding STEAM-based programs and activities

Pg 29

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

    To ensure teachers are appropriately assigned and fully credentialed

    To ensure students have sufficient access to standards-aligned instructional materials

    To ensure school facilities are maintained in good repair

Priority 2:

    To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

    To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

    To ensure EL students make annual progress in learning English

Pg 30

To ensure our students are college/career ready

Priority 8:

To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2016-17 (Baseline): All Students: 33% English Learners: 6% Socioeconomically Disadvantaged: 34% Students with Disabilities: 8% Homeless: * African American: * Hispanic: 29% White: 39%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):

Pg 31

ELA/Literacy assessments (Grades 3-8)	All Students: 25.5 points below standard	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year	All Students: 2 points up from the prior year
	English Learners: 67.8 points below standard	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year	English Learners: 2 points up from the prior year
	Socioeconomically Disadvantaged: 28.9 points below standard	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year	Socioeconomically Disadvantaged: 2 points up from the prior year
	Students with Disabilities: 126.9 points below standard	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year	Students with Disabilities: 3 points up from the prior year
	Hispanic: 36.9 points below standard	Hispanic: 3 points up from the prior year	Hispanic: 3 points up from the prior year	Hispanic: 2 points up from the prior year
	White: 0.1 points below standard	White: 3 points up from the prior year	White: 3 points up from the prior year	White: 2 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 67%	All Students: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year	All Students: 2 percentage points up from the prior year
	English Learners: 32%	English Learners: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year
	Socioeconomically Disadvantaged: 69%	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year
	Students with Disabilities: 22%	Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year
	Homeless: 40%	Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year
	African American: 40%			
	Hispanic: 68%			
	White: NA			
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 16%	All Students: 5 percentage points up from the prior year	All Students: 5 percentage points up from the prior year	All Students: 2 percentage points up from the prior year
	English Learners: 3%	English Learners: 5 percentage points up from the prior year	English Learners: 5 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year
	Socioeconomically Disadvantaged: 15%			
	Students with Disabilities: 0%			

Pg 32

	Hispanic: 11% White: 15%	Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 91.1 points below standard English Learners: 120.4 points below standard Socioeconomically Disadvantaged: 94.2 points below standard Students with Disabilities: 191.7 points below standard Hispanic: 105.3 points below standard White: 64.4 points below standard	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	2019-20 (Expected): All Students: 2 points up from the prior year English Learners: 2 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year Students with Disabilities: 2 points up from the prior year Hispanic: 2 points up from the prior year White: 2 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): All Students: 64% English Learners: 27% Socioeconomically Disadvantaged: 67% Students with Disabilities: 29% Hispanic: 62%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year

Pg 33

		Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	
		Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	
Percentage of EL students making annual progress in learning English as measured by the ELPAC	30%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year	
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	20%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year	
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	70%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year	
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	NA%	NA%	NA%	50%	
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	NA%	NA%	NA%	25%	
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	NA%	NA%	NA%	60%	
Percentage of students in grades 9-11 who will	100%	100%	100%	60%	

Pg 34

participate in the PSAT test			
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	10%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Pg 35

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,000	$8,000	$3,000
Source	Base	Base	Title II
Budget Reference	$5,000 BTSA expenses (5000)(Base); $1,000 EL authorization expenses (5000)(Base)	$6,000 BTSA expenses (5000)(Base); $2,000 EL authorization expenses (5000)(Base)	$2,500 BTSA expenses (5000)(Base); $500 EL authorization expenses (5000)(Base)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-wide	All Schools

Actions/Services

Pg 36

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$39,200	$33,000	$34,000
Source	Base	Base	Base
Budget Reference	$18,200 Books (4000)(Base); $11,000 Instructional materials (4000)(Base)	$20,000 Books (4000)(Base); $13,000 Instructional materials (4000)(Base)	$25,000 Books (4000)(Base); $9,000 Instructional materials (4000)(Lottery)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**

Pg 37

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,000	$600
Source	Base	Base	Base
Budget Reference	$1,000 Janitorial services (5000)(Base)	$1,000 Janitorial services (5000)(Base)	$600 Janitorial services (5000)(Base)

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,840	$11,500	$6,198
Source	Base	Base	Base
Budget Reference	$10,000 Professional Development (5000)(Base); $840 TeachBoost fees (5000)(Base)	$10,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base)	$5,000 Professional Development (5000)(Title II); $1,198 TeachBoost fees (5000)(Base)

Pg 39

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Specific Student Groups	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,000	$6,000	$6,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$5,000 EL Coordinator Stipend (1000); $1000 EL supplemental materials (4000)(Title I)	$5,000 EL Coordinator Stipend (1000); $1000 EL supplemental materials (4000)(Title I)	$5,000 EL Coordinator Stipend (1000); $1000 EL supplemental materials (4000)(Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all	See description for 2017-18	See description for 2017-18

Pg 41

students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$4,000	$1,000
Source	S&C	S&C	S&C
Budget Reference	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)	$1,000 Professional Development on ELD strategies (5000)(Title II)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: **Scope of Services:** **Location(s):**

Pg 42

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$58,000	$58,000	$68,750
Source	Title I	Title I	Title I
Budget Reference	$40,000 Intervention teacher salaries (1000)(Title I);$2,000 Summer school Math Support (1000)(Title I); $3,000 EL Coordinator (1000)(Title I) ; $13,000 Benefits (3000)(Title I)	$40,000 Intervention teacher salaries (1000)(Title I);$2,000 Summer school Math Support (1000)(Title I); $3,000 EL Coordinator (1000)(Title I) ; $13,000 Benefits (3000)(Title I)	$50,000 Intervention teacher salaries (1000)(Title I); $5,000 EL Coordinator (1000)(Title I) ; $13,750 Benefits (3000)(Title I)

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)   (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 43

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$10,000	$10,000	$20,000
Source	ASES	ASES	ASES
Budget Reference	$10,000 Three teacher stipends (1000)(ASES)	$10,000 Three teacher stipends (1000)(ASES)	$20,000 Saturday School (1000)(Title I)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 44

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$105,875	$105,875	$117,343
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	$85,000 One dean of academics (1000)(Base); $15,000 Benefits (3000)(Base); $3250 illuminate SIS &	$85,000 One dean of academics (1000)(Base); $15,000 Benefits (3000)(Base); $3250 illuminate SIS &	$87,864 Dean of Academics salary (1000)(Base); $21,966 Benefits(3000)(Base) $4,513 Illuminate

Pg 45

	DnA (5000)(Base); $2,625 MAP testing fees (5000)(Title I)	DnA (5000)(Base); $2,625 MAP testing fees (5000)(Title I)	SIS & DnA (5000)(Base); $3,000 MAP testing fees (5000)(Base)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$109,830

Pg 46

Source	Base	Base	Base
Budget Reference	N/A	N/A	$87,864 Dean of Academics salary (1000)(Base); $21,966 Benefits(3000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 47

Year	2017-18	2018-19	2019-20
Amount	N/A	$7,000	$7,000
Source	Base	Base	Base
Budget Reference	N/A	$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$4,000 AP Teacher additional salaries (1000)(Base); $3,000 AP course materials (3000)(Base)

Action   12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and	See description for 2017-18	See description for 2017-18

Pg 48

programs preparing students for college readiness, including test prep for ACT/SAT.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$5,000	$3,000
Source	Base	Base	Base
Budget Reference	N/A	$2,000 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$2,984 Naviance program (5000)(Base); $1,000 College preparation materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

To increase student access to a broad course of study

To offer innovative courses and programs

Priority 8:

To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	5%	5%	5%	10%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%

Pg 50

Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	80%	80%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-Wide	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects	See description for 2017-18	See description for 2017-18

Pg 51

(English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$997,512	$1,170,000	$1,207,476
Source	Base	Base	Base
Budget Reference	$718,256 Teacher salaries (1000)(Base); $269,831 Benefits (3000)(Base); $10,000 Field trip expenses (5000)(Donations)	$850,000 Teacher salaries (1000)(Base); $300,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $10,000 Field trip expenses (5000)(Donations)	$888,490 Teacher salaries (1000)(Base); $311,713 Benefits (3000)(Base); $2,273 Online courses (5000)(Base); $5,000 Field trip expenses (5000)(Base)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Pg 52

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$213,000	$230,000	$250,000
Source	Base	Base	Base
Budget Reference	$175,000 1 Principal and 1 Deans of Academics salaries (1000)(Base); $38,000 Benefits (3000)(Base)	$185,000 1 Principal and 1 Deans of Academics salaries (1000)(Base); $45,000 Benefits (3000)(Base)	$200,000 1 Principal and 1 Deans salaries (1000)(Base); $50,000 Benefits (3000)(Base)

Action　　3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg 53

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-Wide	All Schools, Specific Grade Spans

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$85,000	$91,438
Source	Base	Base	Base
Budget Reference	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$73,150 1 Accelerated/Advanced Math teacher salary and $18,288 benefits (1000)(3000)(Base)

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 54

All	All Schools

<div align="center">**OR**</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$83,500	$77,000	$88,478
Source	Base	Base	Base; Title IV
Budget Reference	$40,000 0.5 IT staff salary (2000)(Base); $8,500 Benefits (3000)(Base)Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses	$42,000 1 IT staff salary (2000)(Base); $10,000 Benefits (3000)(Base); $10,000 Computers; $15,000 Technology expenses	$44,000 1 IT staff salary (2000)(Base); $13,200 Benefits (3000); $6,978 Technology Devices (6000)(Title IV)(Base [Duplicated Expense: See Goal

Pg 55

			2: Action 1]; $24,300 Technology expenses

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Pg 56

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$5,000	$2,000
Source	Base	Base	Base
Budget Reference	$4,000 Science materials (4000)(Base)	$5,000 Science materials (4000)(Base)	$2,000 Science materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

    To seek parent input in making decisions for the Charter School

    To promote parental participation in programs

Priority 5:

    To increase student attendance

    To avoid chronic absenteeism

Pg 57

To avoid middle school dropout

To avoid high school dropout

To increase high school graduation rate

Priority 6:

To avoid student suspension

To avoid student expulsion

To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	4	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	4	4	4
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	20%	35%	30%	35%

Pg 58

ADA rate	95%	94%	95%	96%
Chronic absenteeism rate	10%	16%	12%	10%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	N/A	N/A	N/A	83%
Student suspension rate	≥5%	1%	>5%	>5%
Student expulsion rate	≥1%	0%	>1%	>1%
School experience survey participation rates	Students: 89% Families: 63% Staff: 100%	Students: 97% Families: 96% Staff: 100%	Students: 97% Families: 96% Staff: 100%	Students: 98% Families: 97% Staff: 100%
School experience survey average approval rates	Students: 61% Families: 94% Staff: 93%	Students: 64% Families: 97% Staff: 93%	Students: 65% Families: 90% Staff: 90%	Students: 65% Families: 90% Staff: 90%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 59

Students to be Served:		**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)		(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All		All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$3,000	$3,000	$500
Source	Title I	Title I	Title I
Budget Reference	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)	$500 Parent meeting expenses (4000)(Title I)

Pg 60

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$500
Source	Base	Base	Base

Pg 61

Budget Reference	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)	$500 Parent activities/events expenses (4000)(Title I) [Duplicated Expense, Goal 3, Action 1]

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Pg 62

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,500	$6,500	$4,513
Source	Base	Base	Base
Budget Reference	$3,250 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$3,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$4,513 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Pg 63

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$7,000	$10,000
Source	Title I	Title I	Title I
Budget Reference	$5,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$7,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$10,000 Home visit compensation (1000)(3000)(5000)(Title I)

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 64

Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$42,500	$85,000
Source	S&C; Title I	S&C; Title I	S&C
Budget Reference	$70,000 School Psychologist salary (1000)(S&C); $15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	$35,000 School Psychologist salary (1000)(S&C); $7,500 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	$63,000 School Psychologist salary (1000)(S&C); $18,900 Benefits (3000)(S&C);

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Pg 65

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$91,500	$99,000
Source	Base	Base	Base
Budget Reference	$42,205 1 Office Manager (2000)(Base); $7,000 Benefits (3000)(Base); $795 ParentReach notification program	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $22,500 Benefits (3000)(Base); $1,500 ParentReach notification program

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

Pg 66

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$100,000	$112,103
Source	Base	Base	Base
Budget Reference	$85,000 Dean of Academics salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $15,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$85,000 Dean of Academics salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $15,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$87,864 Dean of Academics salary (1000)(Base); $21,966 Benefits(3000)(Base) [Duplicated Expense: See Goal 1: Action 9]; $2,273 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Pg 67

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	Base	Base	Base; Title IV

Pg 68

Budget Reference	$5,000 Discipline Coordinator Stipend (1000)(Base)	$5,000 Discipline Coordinator Stipend (1000)(Base)	$5,000 1 Discipline Coordinator Stipend (1000)(Base); $5,000 Mitchell Family Counseling (5000)(Title IV)

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	See description for 2017-18	See description for 2017-18

Pg 69

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$3,900
Source	Base	Base	Base
Budget Reference	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,900 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18

Pg 70

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$1,021
Source	Base	Base	Base
Budget Reference	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)	$1,021 Panorama Education surveys (5000)(Base)

Pg 71

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$666,682	32.82 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

   Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

   Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

   ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 30 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

   During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Pg 72

Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Admin team and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 73

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$631,538	32.81%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Pg 74

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Admin team and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 75

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 394,673	25.95 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Pg 76

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 77

[Addendum](#)

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

> An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students,

school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year

cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
     a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
     b. Mathematics – CCSS for Mathematics
     c. English Language Development (ELD)
     d. Career Technical Education
     e. Health Education Content Standards
     f. History-Social Science
     g. Model School Library Standards
     h. Physical Education Model Content Standards
     i. Next Generation Science Standards
     j. Visual and Performing Arts
     k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school

connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
    A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
    B. Programs and services developed and provided to unduplicated pupils; and
    C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
    A. Working with the county child welfare agency to minimize changes in school placement
    B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
    C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
    D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
    A. Local priority goals; and
    B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

  (a) "Chronic absenteeism rate" shall be calculated as follows:
      (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
          (i) are enrolled in a Non-Public School
          (ii) receive instruction through a home or hospital instructional setting
          (iii) are attending a community college full-time.
      (2) The number of students who meet the enrollment requirements.
      (3) Divide (1) by (2).
  (b) "High school dropout rate" shall be calculated as follows:
      (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
      (2) The total number of cohort members.
      (3) Divide (1) by (2).
  (c) "High school graduation rate" shall be calculated as follows:
      (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
      (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
          (i) a regular high school diploma
          (ii) a High School Equivalency Certificate
          (iii) an adult education diploma
          (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).
  (d) "Suspension rate" shall be calculated as follows:
      (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
      (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
      (3) Divide (1) by (2).
  (e) "Expulsion rate" shall be calculated as follows:
      (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
      (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-6	John Terzi, Principal	jterzi@magnoliapublicschools.org (310)842-8555

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy (MSA-6 or Charter School), is a classroom-based charter school serving grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-6's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-6 currently has 160 students in grades 6-8, and mainly draws enrollment from Palms, CA and neighboring communities. The neighborhoods that MSA-6 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-6 serves faces economic challenges. MSA-6 has a diverse enrollment, including 86% Hispanic/Latino, 9% African American, 5% White, 76% Socioeconomically Disadvantaged, 20% Special Education, and 20% English Learner population.

MSA-6 strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by tutoring, after-school programs, and school-to-university links.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our

existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College

The need to continue our improvements in designated/integrated English Learner services

Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

Providing counseling and positive behavior intervention support services to our students

Keeping effective teachers and improving teacher observation and evaluation systems

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Those include:

- Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.
- Intervention programs were effective in providing academic supports to specific groups of students.
- Addressing students who are failing much earlier in the semester and find ways to engage these students.
- Areas that need close attention:

    a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs.

- Cross-curricular activities between all core subjects.
- Using graphic organizers or interactive activities to provide vocabulary support for English language learners.
- Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings
- EL students will receive in-class instructional support which includes one-on-one teacher support in co-teaching classrooms; small group instruction; ELD instructional strategies.

Pg2

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

- SBAC scores of 2017-2018 shows an increase in ELA (5% increase) and math (14% increase)
- Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.
- Intervention programs were effective in providing academic supports to specific groups of students.
- Providing feedback to students on their areas of growth/need through data from MAP, ICAs and IABs.
- Increased availabilities of counselors and therapists to support students.
- Teacher-led meetings to provide feedback and sharing best practices.
- Constant communication between the academic teachers and the special education teacher to address modifications and accommodations for students with IEPs.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

- Addressing students who are failing much earlier in the semester and find ways to engage these students.
- Lack of data on incoming students' prior knowledge.
- Lack of foundational skills from incoming students.
- Lack of attendance for homeless student population
- Alarming data – 38.4 points below standard in math, 3.4 points below standard in English (before SBAC 2019).
- Areas that need close attention:

Pg3

a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs.

b. Programs and incentives: We will use our new Parent Square communication tool to engage homeless parents via text message, voicemail, email and certified letters. We will recognize students' high participation with some incentives like school supplies, metro passes etc.

- PD – More PDs on NGSS for science. More PDs on promoting positive behaviors, bullying prevention, and positive school environment that provide Do's and Don'ts in a step-by-step manner.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

- Cross-curricular activities between all core subjects.
- Using graphic organizers or interactive activities to provide vocabulary support for ELL.

a. Examples: Quizlets, synonyms/antonyms games, practice vocabulary use in sentences, and sentence-starter posters.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Pg4

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):	2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19.

Expected	Actual

2018-19 Expected:

All Students:	3 percentage points up from the prior year
English Learners:	1 percentage point up from the prior year
Socioeconomically Disadvantaged:	1 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	1 percentage points up from the prior year

2017-18 (Baseline):

All Students:	48%
English Learners:	13%
Socioeconomically Disadvantaged:	46%
Students with Disabilities:	17%
Hispanic:	47%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19(Projected):

All Students:	3 percentage points up from the prior year
English Learners:	1 percentage point up from the prior year
Socioeconomically Disadvantaged:	1 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	1 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2018-19 SBAC data is not available at this time. The following tables show 2017-18data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

Pg7

Expected	Actual

2018-19 Expected:

All Students:	1 point up from the prior year
English Learners:	1 point up from the prior year
Socioeconomically Disadvantaged:	2 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	2 points up from the prior year

2017-18 (Baseline):

All Students:	3.4 points below standard
English Learners:	42.1 points below standard
Socioeconomically Disadvantaged:	8 points below standard
Students with Disabilities:	72 points below standard
Hispanic:	5.7 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19(Projected):

All Students:	1 point up from the prior year
English Learners:	1 point up from the prior year
Socioeconomically Disadvantaged:	2 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	2 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Reading assessment and projected increase in 2018-19.

Pg8

Expected	Actual

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

2017-18 (Baseline):

All Students:	44%
English Learners:	50%
Socioeconomically Disadvantaged:	43%
Students with Disabilities:	38%
Hispanic:	44%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):	2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on

Pg9

Expected	Actual

2018-19 Expected:

The CAASPP-Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline):

Left column — 2018-19 Expected:

All Students:	3 percentage points up from the prior year
English Learners:	1 percentage point up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	1 percentage points up from the prior year
Hispanic:	2 percentage point up from the prior year

Right column — 2017-18 (Baseline):

All Students:	39%
English Learners:	20%
Socioeconomically Disadvantaged:	35%
Students with Disabilities:	21%
Hispanic:	36%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	1 percentage point up from the prior year
Socioeconomically Disadvantaged:	2 percentage point up from the prior year
Students with Disabilities:	1 percentage points up from the prior year
Hispanic:	2 percentage point up from the prior year

Pg10

Expected	Actual

Expected

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Actual

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	38.4 points below standard
English Learners:	66.8 points below standard
Socioeconomically Disadvantaged:	46.5 points below standard
Students with Disabilities:	98.7 points below standard
Hispanic:	40.4 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student

Pg11

Expected	Actual

Expected

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Actual

groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	48%
English Learners:	45%
Socioeconomically Disadvantaged:	48%
Students with Disabilities:	41%
Hispanic:	44%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Pg12

Expected	Actual
Percentage of EL students making annual progress in learning English as measured by the ELPAC: 91% (maintain)	2018-19ELPI data is not available at this time. The following table shows 2017-18ELPAC performance data of our ELs. 2017-18 (Baseline): 	Level 4 - Well Developed	N/A
Level 3 - Moderately Developed	N/A
Level 2 - Somewhat Developed	N/A
Level 1 – Beginning Stage	N/A	
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year		2017-18 (Baseline)	64%
2018-19 (Projected)	1 percentage point up from the prior year	
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 82%		2017-18 (Baseline)	80%
2018-19 (End of first semester)	97.6%
2018-19 (End of second semester Projected)	1 percentage point up from the prior year	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Pg13

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	$18,000 BTSA expenses (5000)(Base); $2,000 EL authorization expenses (5000)(Base)	$15,000 BTSA expenses (5000)(Base); $2,441 EL authorization expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	$50,000 Books (4000)(Base); $22,000 Instructional materials (4000)(Base)	$10,000 Books (4000)(Base); $3,000 Instructional materials (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$32,000 Janitorial services (5000)(Base)	$6,500 Janitorial services (5000)(Base)

Pg14

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$19,000 Professional Development (5000)(Base); $1,000 TeachBoost fees (5000)(Base)	$5,000 Professional Development (5000)(Base); $1,000 TeachBoost fees (5000)(Base)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$4,000 EL Coordinator salary (1000)(S&C); $1,000 Benefits (3000)(S&C)	$4,000 EL Coordinator salary (1000)(S&C); $1,000 Benefits (3000)(S&C)

Pg15

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$2,000 Professional Development on ELD strategies (5000)(S&C)	$1,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$15,000 Teacher aide salary (2000)(Title I)	$28,800 Teacher aide salary (2000) (LCFF) $5,000 Teacher aides benefits (LCFF)

Pg16

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$15,000 After school teacher stipends (1000)	$20,000 After school teacher stipends (1000)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	$85,000 One dean of academics salary (1000)(Base); $30,000 Benefits (3000)(Base); $6,500 Illuminate SIS &DnA (5000)(Base); $6,000 MAP testing (NWEA) fees (5000)(Title I)	$76,000 One dean of academics salary (1000)(Base); $20,000 Benefits (3000)(Base); $2,000 Illuminate SIS &DnA (5000)(Base); $2,000 MAP testing (NWEA) fees (5000)(Title I)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our

Pg17

staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

MSA-6 has been providing many intervention programs to ensure that all students are receiving quality instruction, and that the goals are to reduce/close the academic achievement. According to LAUSD resident schools data, our school outperformed 6 out of the 7 schools with similar demographics in Math and English on the 2016-2017 SBAC tests. MSA-6 has a data driven culture. We had a data analysis for MAP Testing and SBAC Testing during summer time with our admin team and shared this information with the staff during summer in-service training. For both ELA and Math the school declined one percent in each category. English Language Arts declined slightly from 44% to 43%, and the Math declined from 26% to 25%. In 2017-18, for both ELA and Math the school improved in each category. English Language Arts improved from 43% to 48%, and the Math improved from 25% to 39%.

Power Math & English classes, after school tutoring, Saturday school, and frequent Academic Progress Reports are a few of the interventions that are available to our struggling students. Moreover, we have successfully implemented an English Language Development program for all EL students which give each EL student 40 minutes of direct EL instruction on a daily basis. For EL's, we had a high reclassification rate which is 64% in 2016-17 school year. Also, our administration continuously identifies and meets with students on a one to one basis with some students who need the extra help. These students are encouraged to attend after school tutoring classes and Saturday school

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg18

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 4%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 4%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 85%

Pg19

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online programs offered this year include: Learning.com, ALEKS, MyON	$520,000 Teacher salaries (1000)(Base); $80,000 Benefits (3000); $12,000 Online programs (5000)(Base); $10,000 Field trip expenses (5000)(Donations)	$436,000 Teacher salaries (1000)(Base); $162,300 Benefits (3000); $12,010 Online programs (5000)(Base); $5,576 Field trip expenses (5000)(Donations)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	$170,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $50,000 Benefits (3000)(Base)	$172,824 1 Principal and 1 Dean of Academics salaries (1000)(Base); $44,000 Benefits (3000)(Base)

Pg20

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.	$75,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$68,750 1 Accelerated/Advanced Math teacher salary ($55,000) and benefits ($13,750) (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.	$75,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $5,000 Computers; $15,000 Technology expenses	$62,500 1 Computer/Technology teacher salary ($50,000) and benefits ($12,500) (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $10,000 Computers; $8,923 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.	$10,000 Science materials (4000)(Base)	$4,800 Science materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We believe that we have successfully implemented our STEAM program since 2014-15 school year. Magnolia Public Schools' mission and vision helps guide the

Pg22

focus of our school and can be seen in numerous areas, such as, STEAM activities, after-school clubs, and technology use in classrooms, Life Skills, high expectations for students, critical thinking and problem solving in all classes.

Every year, we hold some scheduled STEAM activities. Our students do a mandatory science fair project every year and present their projects, with demonstrations, in November. The winners of the school wide Science Fair attends the LA county science fair to represent our school in March. Some of our students were awarded 1st, 2nd, 3rd and Honorable mention by the organizers in the past. The Science Fair winners are promoted and represented in one of our other traditional events. The annual "Multicultural Food Festival and STEAM Expo" is where the winning students present their science projects to their parents and to the community. This is a great event that students show their science skills to all parents. Science teachers with the assistance of the English department and teachers work with students in order to ensure that their projects are ready for this event. This brings our students and staff together to help bring out the best in our students. Through community events and academic events, MSA-6 celebrates our diversity, our students and parents, and the community.

Furthermore, to help promote STEAM education, students are encouraged to participate in the annual STEAM expo, which is hosted by our home office. Also at MSA-6, we have our Lego Robotics team which attends the first Lego League LA tournament in November every year. Our team, the MagnoTigers, received 1st, 2nd and 3rd place in the past 3 years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg23

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Number of SSC meetings per year: 4	Current: 4 By the end of 2018-19 (Planned): 4
Number of ELAC meetings per year: 4	Current: 4 By the end of 2018-19 (Planned): 4
Number of PTF meetings per year: 8	Current: 9 By the end of 2018-19 (Planned): 8
Number of activities/events for parent involvement per year: 5	Current: 4 By the end of 2018-19 (Planned): 5
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.
Number of progress reports sent to parents per year: 4	4

Expected	Actual	
Percentage of students who have been home-visited by the teachers per year: 25%	2017-18 (Baseline)	25%
	2018-19 (Current)	27%
	2018-19 (End of year Planned)	28%
ADA rate: 97%	2017-18 (Baseline)	97%
	2018-19 (Current)	95%

Pg24

	Expected		Actual	
		2018-19 (End of year Projected)	95%	
Chronic absenteeism rate: 3%		2017-18 (Baseline)	1.2%	
		2018-19 (Current)	13%	
		2018-19 (End of year Projected)	13%	
Middle school dropout rate: 0%		2017-18 (Baseline)	0%	
		2018-19 (Current)	0%	
		2018-19 (End of year Projected)	0%	
Student suspension rate: 0%		2017-18 (Baseline)	0.6%	
		2018-19 (Current)	0%	
		2018-19 (End of year Projected)	0%	
Student expulsion rate: 0%		2017-18 (Baseline)	0%	
		2018-19 (Current)	0%	
		2018-19 (End of year Projected)	0%	

School experience survey participation rates will be:		School experience survey participation rates are:	
Students:	98%	Students:	100%
Families:	65%	Families:	86.8%
Staff:	95%	Staff:	100%

Pg25

Expected	Actual

School experience survey average approval rates will be:

Students:	65%
Families:	95%
Staff:	90%

School experience survey average approval rates are:

Students:	70%
Families:	96%
Staff:	94%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	$3,000 Parent meeting expenses (4000)(Title I)	$3,937 Parent meeting expenses (4000)(Title I)

Pg26

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. You can add more events here that promote parental participation.	$2,000 Parent activities/events expenses (4000)(Base)	$980 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	$6,500 Illuminate SIS &DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$2,437 Illuminate SIS &DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$2,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$4,200 Home visit compensation (1000)(3000)(5000) (Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	$10,000 School counselors by CSUN (5000)(Title I); $10,000 Business-Etiquette Program (5000)(Title I)	$5,000 School counselors by CSUN (5000)(Title I); $9,089 Business-Etiquette Program (5000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 Parent reach notification program	$81,494 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $24,448 Benefits (3000)(Base)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$76,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$76,000 1 Dean of Students (1000)(Base); $19,000 Benefits (3000)(Base)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$1,100 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$2,000 Panorama Education surveys (5000)(Base)	$523 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to

Pg29

suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Our school staff is working closely with students to encourage positive behavior and establishing positive relationships. Suspension rate was 0% in 2016-17 school year. In 2017-18, we had one suspension only and our rate was 0.6%. In 2018-19, we had no suspension and the rate is 0% again. We hold assemblies to recognize students for best citizenship and reward them. We implement PBIS and use positive reinforcement at our school. We communicate with parents via phone, email, letter when their children are absent. In 2017-18, our ADA rate was 97%. In 2018-19, our ADA slightly declined and became 95%. This year, we had more homeless students who had chronic absenteeism. The chronic absenteeism rate increased from 1.2% to 13% due to homeless student population and their constant absences.

We seek parents' inputs for our school programs and school culture. In 2017-18 school year, survey participation rates for parents, students, and staff are 84%, 99% and 100% respectively. Our parents, students and staff were able to share their thoughts on the important elements of school effectiveness. Parent, student and staff survey approval rates are 97%, 62% and 95% respectively. In 2018-19 school year, survey participation rates for parents, students, and staff are 86.8%, 100% and 100% respectively. Parent, student and staff survey approval rates are 96%, 70% and 94% respectively.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

Pg30

We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Stakeholder Engagement

LCAP Year: **2019–20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include eight PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including 5 Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 40 home visits during this school year and sought feedback from the parents for school improvement.

Pg32

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

Improvements in designated/integrated English Learner services

Expanding after school, Saturday school, and summer school opportunities

Providing counseling and behavior support services to our students

Improving teacher observation and evaluation systems and keeping effective teachers

Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom

Expanding STEAM-based programs and activities

Other input includes improving school facilities and the lunch program.

Pg33

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8
Local Priorities: N/A

Identified Need:

Priority 1:

   To ensure teachers are appropriately assigned and fully credentialed

   To ensure students have sufficient access to standards-aligned instructional materials

   To ensure school facilities are maintained in good repair

Priority 2:

   To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

   To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

Pg34

To ensure EL students make annual progress in learning English

To ensure our students are college/career ready

Priority 8:

To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%
Percentage of students performing	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):

Pg35

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	All Students: 43% English Learners: 5% Socioeconomically Disadvantaged: 41% Students with Disabilities: 14% Hispanic: 44%	All Students: 3 percentage points up from the prior year English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year	All Students: 3 percentage points up from the prior year English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 1 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 1 percentage points up from the prior year	All Students: 3 percentage points up from the prior year English Learners: 1 percentage points up from the prior year Socioeconomically Disadvantaged: 1 percentage points up from the prior year Students with Disabilities: 1 percentage points up from the prior year Hispanic: 1 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 16.2 points below standard English Learners: 45 points below standard Socioeconomically Disadvantaged: 19.1 points below standard Students with Disabilities: 71.8 points below standard	2017-18 (Expected): All Students: 10 points up from the prior year English Learners: 2 points up from the prior year Socioeconomically Disadvantaged: 1 points up from the prior year	2018-19 (Expected): All Students: 1 points up from the prior year English Learners: 1 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year	2019-20 (Expected): All Students: 1 points up from the prior year English Learners: 1 points up from the prior year Socioeconomically Disadvantaged: 2 points up from the prior year

Pg36

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Hispanic: 16.2 points below standard	Students with Disabilities: 3 points up from the prior year Hispanic: 1 points up from the prior year	Students with Disabilities: 3 points up from the prior year Hispanic: 2 points up from the prior year	Students with Disabilities: 3 points up from the prior year Hispanic: 2 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline): All Students: 48% English Learners: 39% Socioeconomically Disadvantaged: 46% Students with Disabilities: 64% Hispanic: 40%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics	2016-17 (Baseline): All Students: 25% English Learners: 5%	2017-18 (Expected): All Students: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 3 percentage points up from the prior year	2019-20 (Expected): All Students: 3 percentage points up from the prior year

Pg37

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assessments(Grades 3-8):	Socioeconomically Disadvantaged: 25% Students with Disabilities: 12% Hispanic: 25%	English Learners: 1percentage points up from the prior year Socioeconomically Disadvantaged: 1 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 1 percentage points up from the prior year	English Learners: 1percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 1 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	English Learners: 1percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 1 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 75.3 points below standard English Learners: 104.8 points below standard Socioeconomically Disadvantaged: 76.4 points below standard Students with Disabilities: 116.3 points below standard Hispanic: 76.6 points below standard	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year

Pg38

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): All Students: 40% English Learners: 40% Socioeconomically Disadvantaged: 40% Students with Disabilities: 40% Hispanic: 40%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the ELPAC	91%	Maintain	Maintain	Maintain
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	64%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year

Pg39

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	80%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg40

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	$15,000
Source	Base	Base	Base

Pg41

Year	2017-18	2018-19	2019-20
Budget Reference	$18,000 BTSA expenses (5000)(Base); $2,000 EL authorization expenses (5000)(Base)	$18,000 BTSA expenses (5000)(Base); $2,000 EL authorization expenses (5000)(Base)	$7,000 BTSA expenses (Title II) and $5,000 (5000)(Base); $3,000 EL authorization expenses (CLAD) (5000)(Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

Pg42

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$72,000	$72,000	$25,000
Source	Base	Base	Base
Budget Reference	$50,000 Books (4000)(Base); $22,000 Instructional materials (4000)(Base)	$50,000 Books (4000)(Base); $22,000 Instructional materials (4000)(Base)	$20,000 Books (4000)(Base); $5,000 Instructional materials (5000)(Lottery)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Pg43

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$32,000	$32,000	$2,500
Source	Base	Base	Base

Pg44

Year	2017-18	2018-19	2019-20
Budget Reference	$32,000 Janitorial services (5000)(Base)	$32,000 Janitorial services (5000)(Base)	$2,500 Janitorial services (5000)(Base)

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

Pg45

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	$1,664
Source	Base	Base	Base
Budget Reference	$19,000 Professional Development (5000)(Base); $1,000 TeachBoost fees (5000)(Base).	$19,000 Professional Development (5000)(Base); $1,000 TeachBoost fees (5000)(Base).	$1,000 Professional Development (5000)(Base); $664 TeachBoost fees (5000)(Base).

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s)selection here]

Pg46

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	See description for 2017-18	See description for 2017-18

Pg47

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	S&C; Title I	S&C; Title I	S&C; LCFF
Budget Reference	$4,000 EL Coordinator salary (1000)(S&C); $1,000 Benefits (3000)(S&C)	$4,000 EL Coordinator salary (1000)(S&C); $1,000 Benefits (3000)(S&C)	$4,000 EL Coordinator salary (1000)(S&C); $1,000 Benefits (3000)(S&C)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s)selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	See description for 2017-18	See description for 2017-18

Pg49

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$1,000
Source	S&C	S&C	S&C
Budget Reference	$2,000 Professional Development on ELD strategies (5000)(S&C)	$2,000 Professional Development on ELD strategies (5000)(S&C)	$1,000 Professional Development on ELD strategies and substitute services for PD days (5000)(S&C)

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s)selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Pg50

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$28,600
Source	Title I	Title I	Base
Budget Reference	$15,000 Teacher aide salary (2000)(Title I)	$15,000 Teacher aide salary (2000)(Title I)	$22,000 Teacher aide salary (5000)(Base) and $6,600 Benefits (3000) (Base)

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s)selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Pg52

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$22,750
Source	S&C; Title I	S&C; Title I	Title I
Budget Reference	$15,000 After school teacher stipends (1000)	$15,000 After school teacher stipends (1000)	$19,000 After school teacher stipends (1000)(Title I) and $3750 Benefits (3000) (Title I)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Pg53

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$122,500	$122,500	$111,098
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	$80,000 Dean of academics salary (1000)(Base); $30,000 Benefits (3000)(Base); $6,500 Illuminate SIS &DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$80,000 Dean of academics salary (1000)(Base); $30,000 Benefits (3000)(Base); $6,500 Illuminate SIS &DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$85,512 Dean of academics salary (1000)(Base); $21,378 Benefits (3000)(Base); $2,145 Illuminate SIS &DnA (5000)(Base); $2,063 NWEA (MAP testing fees) (5000)(Title I)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Pg54

Unchanged Goal

Goal2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

  To increase student access to a broad course of study

  To offer innovative courses and programs

Priority 8:

  To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as	100%	100%	100%	100%

Pg55

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8who take the Accelerated and/or Advanced	5%	5%	5%	5%

Pg56

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math class and/or Advanced Math club				
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	80%	80%	80%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg57

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18

Pg58

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$625,000	$625,000	$535,249
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	$520,000 Teacher salaries (1000)(Base); $80,000 Benefits (3000)(Base); $12,000 Online courses (5000)(Base); $10,000 Field trip expenses (5000)(Donations)	$520,000 Teacher salaries (1000)(Base); $80,000 Benefits (3000)(Base); $12,000 Online courses (5000)(Base); $10,000 Field trip expenses (5000)(Donations)	$436,948 Teacher salaries (1000)(Base); $74,935 Benefits (3000)(Base); $13,366 Online programs (4000)(Base); $10,000 Field trip expenses (5000)(Donations)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Pg59

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$220,000	$220,000	$119,670
Source	Base	Base	Base
Budget Reference	$170,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $50,000 Benefits (3000)(Base)	$170,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $50,000 Benefits (3000)(Base)	$95,736 1 Principal (1000)(Base); $23,934 Benefits (3000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or	See description for 2017-18	See description for 2017-18

Pg61

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Advanced Math club to students in grades 6-8.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$75,000	$75,000	$69,740
Source	Base	Base	Base
Budget Reference	$75,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$75,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$55,792 1 Accelerated/Advanced Math teacher salary (1000)(Base) and $13,948 benefits (3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg62

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$95,000	$95,000	$93,073
Source	Base	Base	Base

Pg63

Year	2017-18	2018-19	2019-20
Budget Reference	$75,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $5,000 Computers; $15,000 Technology expenses	$75,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $5,000 Computers; $15,000 Technology expenses	$63,773 1 Computer/Technology teacher salary ($51,018) and benefits ($12,755) (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $5,000 Computers (6000)(Base); $24,300 Technology expenses (5000)(Base)

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Pg64

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$5,000
Source	Base	Base	Base
Budget Reference	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)	$3,000 Science materials and $2,000 STEAM Expo (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Pg65

Unchanged Goal

Goal3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

    To seek parent input in making decisions for the Charter School

    To promote parental participation in programs

Priority 5:

    To increase student attendance

    To avoid chronic absenteeism

    To avoid middle school dropout

    To avoid high school dropout

    To increase high school graduation rate

Priority 6:

    To avoid student suspension

    To avoid student expulsion

Pg66

To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	4	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	8	9	8	8
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	20%	25%	28%	25%
ADA rate	97%	97%	95%	97%

Pg67

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absenteeism rate	4%	3%	13%	5%
Middle school dropout rate	0%	0%	0%	0%
Student suspension rate	0%	0.01%	0%	0%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 98% Families: 65% Staff: 95%	Students: 99% Families: 84% Staff: 100%	Students: 100% Families: 86.8% Staff: 100%	Students: 98% Families: 70% Staff: 95%
School experience survey average approval rates	Students: 75% Families: 95% Staff: 90%	Students: 62% Families: 97% Staff: 95%	Students: 70% Families: 96% Staff: 94%	Students: 70% Families: 95% Staff: 90%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$4,000

Pg69

Year	2017-18	2018-19	2019-20
Source	Title I	Title I	Title I
Budget Reference	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)	$4,000 Parent meeting expenses (4000)(Title I)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

Pg70

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$1,000
Source	Base	Base	Base
Budget Reference	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)	$1,000 Parent activities/events expenses (4000)(Base)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg71

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,500	$6,500	$1,000
Source	Base	Base	Base

Pg72

Year	2017-18	2018-19	2019-20
Budget Reference	$6,500 Illuminate SIS &DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS &DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$1,000 ParentSquare (5000)(Base)

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s)selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

Pg73

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$5,000
Source	Title I	Title I	Title I
Budget Reference	$2,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$2,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$4,000 Home visit compensation (1000)(Title I) $1,000 Benefits (3000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s)selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg74

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$20,000	$41,000
Source	S&C; Title I	S&C; Title I	S&C; Title I

Pg75

Year	2017-18	2018-19	2019-20
Budget Reference	$10,000 School counselors by CSUN (5000)(Title I); $10,000 Business-Etiquette Program (5000)(Title I)	$10,000 School counselors by CSUN (5000)(Title I); $10,000 Business-Etiquette Program (5000)(Title I)	$7,000 School counselors by CSUN (5000)(Title I); $34,000 Business-Etiquette Program ($15851)(5000)(Title I) ($6,853)(Base) ($11296)(Title IV)

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Pg76

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$91,500	$91,500	$112,299
Source	Base	Base	Base
Budget Reference	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 Parent reach notification program	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 Parent reach notification program	$86,384 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $25,915 Benefits (3000)(Base);

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg77

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg78

Year	2017-18	2018-19	2019-20
Amount	$91,000	$91,000	$108,000
Source	Base	Base	Base
Budget Reference	$76,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$76,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$86,000 1 Dean of Students (1000)(Base); $22,000 Benefits (3000)(Base) Duplicated Goal 1 Action 9

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s)selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Pg79

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$1,000
Source	Base	Base	Base
Budget Reference	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$1,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg80

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$563
Source	Base	Base	Base
Budget Reference	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)	$563 Panorama Education surveys (5000)(Base)

Pg82

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

Estimated Supplemental and Concentration Grant Funds

$ 364,516

Percentage to Increase or Improve Services

29.44%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg84

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 352,640	28.84%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Pg85

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg86

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 357,220	25.10 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

Pg87

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg88

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

  For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;

    B.   Pupil expulsion rates; and

    C.   Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

    A.   A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

    B.   Programs and services developed and provided to unduplicated pupils; and

    C.   Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

    A.   Working with the county child welfare agency to minimize changes in school placement

    B.   Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

    C.   Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

    D.   Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

    A.   Local priority goals; and

    B.   Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001, 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](): General instructions & regulatory requirements.

[Appendix A](): Priorities 5 and 6 Rate Calculations

[Appendix B](): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-7	Fatih Metin, Principal	fmetin@magnoliapublicschools.org (818) 886 0585

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy 7, is a classroom-based charter school serving grades TK-5 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-7's mission is to provide a college motivating educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-7 currently has 286 students in grades TK-5, and mainly draws enrollment from Northridge, Reseda, CA and neighboring communities. The neighborhoods that MSA-7 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-7 serves face economic challenges. MSA-7 has a diverse enrollment, including 68 % Hispanic/Latino,14 % White, 71.8 % Socioeconomically Disadvantaged, 13.1 % Special Education, and 29.9 % English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-7 is supplemented by tutoring, after-school programs, and school-to-out of school resources links.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

♣ Parents' appreciation of being involved in the decision-making process
♣ The need to continue our improvements in designated/integrated English Learner services by adding one more Teacher Aide serving EL students.
♣ Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
♣ Providing counseling and positive behavior intervention support services to our students

♣ Keeping effective teachers and improving teacher observation and evaluation systems and improving staff qualification by various PD's including tuition reimbursement. Additional Math Coach and Math focused PD for GED teachers also planned.

Technology Improvemet also planned in this LCAP.

Enrichment programs implemented for gifted and high achieving students such as Math Olympiad Club, STEAM Enrichment Club. Art integration continued with CSUN Art Coaches. With Music Center Grant it is expanded.
The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Those include supporting Students with IEPs, EL students, Social and economically disadvantaged students in English Language Arts and in Mathematics.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

MSA-7 data manager, admin team, survey results and annual site visit auditors from LAUSD provided data and information available. It has identified the following as areas of strength. • Suspension Indictor on the California Dashboard is at a blue or very low rate and continues to maintain this measure • English Language Progress Indicator on the California Dashboard is at a blue or very high level and continues to maintain this measure

• English Language Arts indicator on the California Dashboard is orange and all students made improvement from the spring of 2018 to fall of 2018.

.

• Mathematics indicators on the California Dashboard is also orange,

 LAUSD Site Visitors (Charter School Department Auditors) shared the comparison table of similar schools and according to it MSA-7 is higher than all shared (neighborhood) similar schools in ELA and MATH according to the 2018 SBAC results.

In terms of organizational, management, and programs area LAUSD Charter School Department Site visitors gave full point 4 over 4 in 3 areas and 3 out of 4 in one area to MSA-7.

MSA-7 seeks to continually development professional learning opportunities for all stakeholders in the area of socioemotional development, especially staff that is continually tasked with supporting students beyond the daily academic challenges. Potential trainings include development in executive functioning skills. MSA-7 continues to be proud of their efforts to develop the capacity of English Language Learners. In ELA the decline is 10.5 points and In Mathematics the decline is 21.3points for SPED students according to the SBAC test. Continual support and compliance is provided to the staff in the form of professional learning opportunities, grade level meetings, webinars, and other trainings. In the classroom, students are introduced to all components of common core education model. Continually learning in this field will be provided to all stakeholders, especially since the state expectations are continually changing

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

MSA-7 stakeholders conducted analyses of data and information available. It has identified the following as areas of need in order to close the achievement gap.

• Mathematics indicator on the California Dashboard is at orange or low for all student groups. Socioeconomically disadvantaged, Latino and EL students are on the color indicator of red.

• English Language Arts indicator on the California Dashboard is at orange or low for all students. Again, Socioeconomically disadvantaged, Latino and EL students are on the color indicator of red.

• Per student survey, growth mindset and unseen bullying should be addressed.

• Per staff and parent survey, building maintenance is an important need with additional restroom.

One other need is high absenteeism and truancy rate.

MSA-7 seeks to continually development professional learning opportunities in both the areas of ELA and Mathematics. One of the new positions being activated is absenteeism and truancy outreach position who will increase communication with parents in this area.

MSA-7 is utilizing the inclusion model on campus. Plans are being created to identify a coordinator to oversee SpEd compliance and training for all teachers in their work with students of special needs. Additional support will be in the form of classroom collaborative teaching and planning, research and identifying trainings to fulfil the areas of need, and seek opportunities to collaborate with other schools in the area of full inclusion.

MSA-7 seeks to further understand the needs of the teaching community and identify the factors that will empower teachers to develop their craft in the community of service. Strategies include providing home office orientation, site based orientation that addresses school and individual needs, mentorship program with a seasoned staff member on site, and other factors that are currently being investigated and started to use free volunteers for tutoring.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There is no two level discrepancy between any subgroup and overall average, however, Greatest Area of Need can be considered as

• Math, Student Group: English Language Learners, Socioeconomically disadvantaged students, SPED students and Latino students

• English Language Arts, Student Group is again similar as above: English Language Learners, Socioeconomically disadvantaged students, SPED students and Latino students.

Because of their color is red.

Intervention/Action Plan English Language Learners, Socioeconomically disadvantaged students, SPED students and Latino students have been identified as the group of greatest need on the school site in the area of mathematics and English Language Arts. MSA-7 is currently in the process of developing a plan to provide more tutoring with more tutors and more flexible times such as after school and Saturday school in addition to summer school. The assigned data manager (RtI) coordinator will help defining the individualized needs of the students.

School site Math and AR coordinators will focus on all students support programs.

Secondly, we will continue to provide access to intervention programs, like Next Gen Math Program which students can utilize at school and home. Families will be educated on the resources that are available for academic support.

Lastly, there is continual effort to provide sheltered instruction, which is an approach to teaching English Language Learners in a manner that makes the content comprehendible to the learner.

MSA-7 has identified that there are students that qualify under all categories with a learning English Language Learner, Latino and socioeconomically disadvantaged students.

Continuous support with increased parent communication will help to fix this gap. Also continuous trainings for teachers and TAs will increase efficiency.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Pg 4

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):	2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19.

Expected	Actual

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

2017-18 (Baseline):

All Students:	50.33 %
English Learners:	12.12 %
Socioeconomically Disadvantaged:	39.45 %
Students with Disabilities:	30.30 %
Hispanic:	41.34 %
White:	69.69 %

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	3 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:	2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy

Pg 6

Expected	Actual

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	8.8 points below standard
English Learners:	15.5 points below standard
Socioeconomically Disadvantaged:	29.9 points below standard
Students with Disabilities:	48.1 points below standard
Hispanic:	27.6 points below standard
White:	29.6 points above standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-	2018-19 Fall to Spring MAP growth data is not available at this

Pg 7

| Expected | Actual |

| Reading assessment will be (Grades 3-10): | time. The following tables show 2017-18 data of our student groups on the MAP-Reading assessment and projected increase in 2018-19. |

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

2017-18 (Baseline):

All Students:	51 %
English Learners:	45.5 %
Socioeconomically Disadvantaged:	34 %
Students with Disabilities:	41 %
Hispanic:	46 %
White:	67 %

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year

Pg 8

Expected	Actual

Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2018-19.

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):

2017-18 (Baseline):

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

All Students:	37 %
English Learners:	3 %
Socioeconomically Disadvantaged:	23 %
Students with Disabilities:	24 %
Hispanic:	19 %
White:	61 %

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year

Expected	Actual

Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	3 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	28 points below standard
English Learners:	97 points below standard
Socioeconomically Disadvantaged:	53 points below standard
Students with Disabilities:	69 points below standard
Hispanic:	55 points below standard
White:	0 points above standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

Pg 10

	Expected	Actual

<div style="text-align:center">Expected   Actual</div>

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	39 %
English Learners:	34 %
Socioeconomically Disadvantaged:	34 %
Students with Disabilities:	38 %
Hispanic:	34 %
White:	47 %

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

Pg 11

Expected	Actual

Expected	Actual	
	All Students:	2 percentage points up from the prior year
	English Learners:	2 percentage points up from the prior year
	Socioeconomically Disadvantaged:	2 percentage points up from the prior year
	Students with Disabilities:	2 percentage points up from the prior year
	Hispanic:	2 percentage points up from the prior year
	White:	2 percentage points up from the prior year

Percentage of EL students making annual progress in learning English as measured by the ELPAC: 2 percentage points up from the prior year	2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs.

2017-18 (Baseline):

Level 4 - Well Developed	43.90 %
Level 3 - Moderately Developed	43.90 %
Level 2 - Somewhat Developed	*
Level 1 – Beginning Stage	*

Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year		
	2017-18 (Baseline)	27 %
	2018-19 (Projected)	1 percentage point up from the prior year

Pg 12

Expected	Actual	
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 80%	2017-18 (Baseline)	94 %
	2018-19 (End of first semester)	86 %
	2018-19 (End of second semester Projected)	1 percentage point up from the prior year

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported one of new teacher to pay her BTSA. One other Aide got the benefit of tuition reimbursement to increase her qualifications by getting EL autorization.10+ staff members participated various workshops. We are compliant with teacher assignments.	$5,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$4,000 BTSA expenses $3,000 for EL $2,300 for clearing admin credential

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding	$40,000 Books (4000)(Base); $5,000 Instructional materials (4000)(Base)	$38,000 Books (4000)(Base); $8,000 Instructional materials (4000)(Base)

Pg 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$67,000 Janitors salary with benefits, $10,000 Janitorial items (2000,3000,5000)(LCFF)	$50,000 Janitors' salaries. $9000 janitorial services. $10,300 Pest Control and Gardening expenses. Maintenance will be about $12,000. Total will be about $81,300

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$4,000 Professional Development (5863)(LCFF); $1,500 Teach Boost fees (5000)(LCFF) 4,000 Grade Level Chairs Add on payments(1000,3000).	$3,000 Professional Development (5000)(Base); $1,800 Teach Boost fees (5000)(Base); Instructional Coaching expenses by add on duties such as grade level chair, data manager, schoolwide AR and Math coordinators salary and

Pg 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			benefits $9,000 (2000-3000 Base). Total will be about $14,800.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$4,000 Professional Development (5863)(LCFF); $1,500 Teach Boost fees (5000)(LCFF) 4,000 Grade Level Chairs Add on payments(1000,3000).	ELD Coordinator 62K salary, 18K Benefits,1K EL supplies,7K EL support Aide.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$4,000 Professional Development on ELD strategies (5000)(S&C)	$1500 for PDs

Pg 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs,	$15,000 Intervention Math teacher partial payment salaries (1000)(LCFF);$60,000 Four part time teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$55,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); $2,000 EL supplemental materials (4000)(Title I)Total $70,000 will be about budgeted

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$7,500 Saturday school Stipends (1000) Title 1	$6,000 Saturday School Stipends (1000) Title 1

Pg 16

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	$78,000 dean of academics (1000)(LCFF); $19,000 Benefits (3000)(Base); $1563.27 Illuminate SIS & DnA (5000)(Base); $2,376 MAP testing fees (5000)(Title I); $4000 Data Manager add on, $5000 Testing coordinator add on(1000 –LCFF)	$97K One dean of academics (1000-3000 salary and benefits) (Base); Data manager's add on $2500. $3692 Illuminate SIS & DnA (5000)(Base); $2,376 MAP testing fees (5101)(Title I) Testing coordinator $4000 Add on

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	N/A for MSA-7		

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	N/A for MSA-7		

Pg 17

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will increase college awareness by organizing college career weeks and field trips to colleges	College Career week expenses and field trip expenses.	9,000 (Base 5819,5830)	9,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. EL Reclassification rate is 21%.Chronic absenteeism rate is decreased with the new implementations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Pg 18

We budgeted BTSA for one teachers. We budgeted Clad for one staff member and we budgeted 2 of staff members improvement payments in the educational field. School maintenance cost 8K more than budgeted because of MSA-7's building is very old and it needs frequent maintenance. Also textbook allocation increased about 12K since some new common core aligned books are published by the company so we adopted them.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. We want to increase data usage more. We want to increase support for EL, Socioeconomically disadvantaged and Latino students by extra tutoring and counselling programs. Also we will improve facility by facility improvement grant.

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%.
At least 87% of the students will be enrolled in the Charter school's STEAM Club	At least 90% of the students will be enrolled in the Charter school's STEAM Club
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%
Percentage of students who will have created or demonstrated a	Percentage of students who have created or demonstrated a

Pg 20

Expected	Actual
STEAM focused project, experiment, model or demo: 80%	STEAM focused project, experiment, model or demo: 90%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest.	$1,300.000 Teacher salaries	$853,772 salaries and $213,000 benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	Charter School designed its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	250,000.00 Admin salaries and benefits.	192,000 Admin salaries and 48,000 benefits.

Pg 21

3Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer an "Advanced Math" class or club to the gifted and high achieving students.	Charter School offered an "Enrichment Club" and "Math Olympiad Club."	3000 During Saturday School	1000 For TA provided coaching, other were free provided.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offered Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 50 Chromebooks. Our teachers have participated in PD on Blended Learning.	$85,140.00 LCFF. Code: 5887 Technology services Code: 2900 Computer Instructor salary and benefit.	$13,492 Chromebooks, 28K Switches and Internet LCFF. Code: 5887 Code: 2900

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.	$3,000 Science materials (4000)(Base)	$2,000 Science materials (4000)(Base)

Pg 22

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we offer Math Olympiad Club, Wonder Media Club, Coding Club, Drama Club and Computer Classes; and provide opportunities for students to create or demonstrate a STEAM focused project with CSUN Collaboration, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. 24 high achieving and gifted students are invited to Math Olympiad Club. All 290 elementary school students got Computer Class and passing rate is 100%. All 290 students participated to the school wide project competition. Some participated as a group and showed their demonstrations. Selected 80 students participated Magnolia Wide STEAM EXPO. All students had art class which is STEAM collaboration. Students draw pictures of natural disasters such as tsunami, erosion, earthquake etc.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures. When we implemented some new programs we made budget transfer from other sources. Since we used CSUN Collaboration and Music Center Grant, we did many of the Art Collaboration projects very inexpensive way.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Pg 23

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. We will continue to have Math Olympiad Club, Wonder Media and we will continue collaboration with Music Center while teaching STEM. We will improve the school's technology by renewing staff computers and classroom computer stations.

Pg 24

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Number of SSC meetings per year: 5	Current: 4 By the end of 2018-19 (Planned): 5
Number of ELAC meetings per year: 4	Current: 4 By the end of 2018-19 (Planned): 5
Number of PTF meetings per year: 7	Current: 7 By the end of 2018-19 (Planned): 7
Number of activities/events for parent involvement per year: 12	Current: 10 By the end of 2018-19 (Planned): 15
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.
Number of progress reports sent to parents per year: 4	4

Percentage of students who have been home-visited by the teachers per year: 25%	2017-18 (Baseline)	25%
	2018-19 (Current)	23%
	2018-19 (End of year Planned)	24%

| ADA rate: 97% | 2017-18 (Baseline) | 96% |
| | 2018-19 (Current) | 96% |

Pg 25

Expected		Actual	
		2018-19 (End of year Projected)	96%
Chronic absenteeism rate: 10%		2017-18 (Baseline)	10.6%
		2018-19 (Current)	11.6 %
		2018-19 (End of year Projected)	12%
Student suspension rate: 0%		2017-18 (Baseline)	0%
		2018-19 (Current)	0%
		2018-19 (End of year Projected)	0%
Student expulsion rate: 0%		2017-18 (Baseline)	0%
		2018-19 (Current)	0%
		2018-19 (End of year Projected)	0%
School experience survey participation rates will be:		School experience survey participation rates are:	
Students:	98%	Students:	99.1%
Families:	98%	Families:	83.3%
Staff:	90%	Staff:	100%
School experience survey average approval rates will be:		School experience survey average approval rates are:	
Students:	71%	Students:	75%
Families:	98%	Families:	98%

Pg 26

	Expected		Actual
Staff:	93%	Staff:	95%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	$2,000 Parent meeting motivational expenses (4720)(LCFF)	$2,000 Parent meeting expenses are done mostly by donations. (LCFF)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. You can add more events here that promote parental participation.	$3,000 Parent activities/events expenses (4330,4345)(LCFF)	$3,000 Parent activities/events expenses. (LCFF)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of	We provide parents with access to course material, homework assignments, projects, and records of students' grades through	$8,000 Illuminate SIS & DnA (5000)(Base) and 7 other communication tools such as voice message,	Total Cost is about 18K Illuminate, & DnA,Parent Square,Postage,Phone

Pg 27

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	our SIS, and further communicate with the parents of students who are performing below grade level.	mails [Duplicated Expense: See Goal 1: Action 9]	(LCFF)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$7,500 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$6,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	$6500 LCFF, CSUN Counselling	$4,000 LCFF, CSUN Counselling

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Pg 28

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$110,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $18,000 Benefits (3000)(Base); $4,000 Parent Reach notification program	$90K 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $28,000 Benefits (3000)(Base); $4,000 Parent Reach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$70,000 1 Dean of Students (1000)(Base); $25,000 Benefits (3000)(Base) Duplicate admin salaries	$73,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$7,500 PD related expenses on PBIS, restorative practices, classroom management (5000)(Base)3 teachers attended weekly once free LAUSD PD substitute teacher expenses	$7,500 PD related expenses on PBIS, restorative practices, classroom management (5000)(Base)

Pg 29

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$1,400 Panorama Education surveys (5000)(Base)	$1,050 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Expulsion and suspension rate are both 0 percent. Overall school experience for parents 98%, for staff 95 % and for students 75%. ADA is 95.27 % and it will be continued to be addressed in this coming year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Pg 30

We only have minor differences between Budgeted and Estimated Actual Expenditures. We reached the free qualified training programs for our staff such as MTSS training . 4 of our staff members participated 4 times during the year. To cover their classes we paid more than $4000 to substitute companies.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will start to hold events that promote parental participation as well as parent training activities. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 31

Stakeholder Engagement

LCAP Year: **2019–20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, five SSC meetings, four ELAC meetings, at least seven parent activities/events including , weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 68 home visits during this school year and sought feedback from the parents for school improvement.

Pg 32

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

☐ Improvements in designated/integrated English Learner services

☐ Expanding after school, Saturday school, and summer school opportunities

☐ Providing counseling and behavior support services to our students

☐ Improving teacher observation and evaluation systems and keeping effective teachers

☐ Increasing attendance rate by offering more parent trainings and putting system in place by assigning absenteeism clerk.

☐ Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom

☐ Expanding STEAM-based programs and activities

☐ Other input includes improving school facilities and the lunch program.

Pg 33

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

☐ To ensure teachers are appropriately assigned and fully credentialed

☐ To ensure students have sufficient access to standards-aligned instructional materials

☐ To ensure school facilities are maintained in good repair

Priority 2:

☐ To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

Pg 34

☐ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

☐ To ensure EL students make annual progress in learning English

☐ To ensure our students are college/career ready

Priority 8:

☐ To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	90%	90%	90%	90%

Pg 35

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2016-17 (Baseline): All Students: 48 % English Learners: 5% Socioeconomically Disadvantaged: 41% Students with Disabilities: 27% Hispanic: 44% White: 51%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-5)	2016-17 (Baseline): All Students: 0.9 points below standard English Learners: 18.4 points below standard Socioeconomically	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year Socioeconomically

Pg 36

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Disadvantaged: 14.4 points below standard Students with Disabilities: 37.5 points below standard Homeless: 30.9 points below standard White: 15.6 points above standard	Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-5)	2016-17 (Baseline): All Students: 51% English Learners: 44% Socioeconomically Disadvantaged: 50% Students with Disabilities: 48% Hispanic: 51% White: 44%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year

Pg 37

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-5):	2016-17 (Baseline): All Students: 39% English Learners: 13% Socioeconomically Disadvantaged: 33% Students with Disabilities: 31% Hispanic: 30% White: 61%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	2019-20 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-Mathematics	2016-17 (Baseline): All Students: 23.8 points below standard English Learners:	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3

Pg 38

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assessments (Grades 3-5)	36.3 points below standard Socioeconomically Disadvantaged: 38.3 points below standard Students with Disabilities: 48.2 points below standard Hispanic: 36.9 points below standard White: 9.2 points above standard	points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	points up from the prior year Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-5)	2016-17 (Baseline): All Students: 46% English Learners: 36% Socioeconomically Disadvantaged: 42% Students with Disabilities: 42% Hispanic: 41% White: 61%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year

Pg 39

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year
		White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the ELPAC	59%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	21%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	97%	1 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year

Pg 40

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing	See description for 2017-18	See description for 2017-18

Pg 41

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,000	$8,000	$11,000
Source	LCFF	Base	Base
Budget Reference	$8,000 BTSA expenses (5000)(Base);	$5,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$8,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg 42

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$50,000	$25,000
Source	Base	Base	Base

Pg 43

Year	2017-18	2018-19	2019-20
Budget Reference	$20,000 Books (4000)(Base); $10,000 Instructional materials (4000)(Base)	$40,000 Books (4000)(Base); $5,000 Instructional materials (4000)(Base)	$25,000 Books (4000)(Base); $5,000 Instructional materials (4000)(Base)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$87,000	$89,000
Source	LCFF	LCFF	LCFF
Budget Reference	$65,000 Janitors salary, $10,000 Janitorial items (2000,3000,5000)(LCFF)	$67,000 Janitors salary, $10,000 Janitorial items (2000,3000,5000)(LCFF)	$69,000 Janitors salary, $8,240 Janitorial items 10K Gardening,Pest Control 5K Maintenance (2000,3000,5000)(LCFF)

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Pg 45

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$8,500	$8,500
Source	LCFF	LCFF	LCFF

Pg 46

Year	2017-18	2018-19	2019-20
Budget Reference	$4,000 Professional Development (5863)(LCFF)	$4,000 Professional Development (5863)(LCFF); $1,500 Teach Boost fees (5000)(LCFF) 4,000 Grade Level Chairs Add on payments(1000,3000).	$5,000 Professional Development (5863)(LCFF); $1,800 Teach Boost fees (5000)(LCFF) Grade Level Chairs Add on payments with total 14,000 (1000,3000).

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

Pg 47

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$70,000	$85,000	$88,000
Source	LCFF Supp./Conc. Goal 1 Action 1 and 4 include expenses	S&C; Title I	S&C; Title I
Budget Reference	$55,000 EL Coordinator salary (1000)(S&C); $13,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	$66,000 EL Coordinator salary (1000)(S&C); $16,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	$66,418 EL Coordinator salary (1000)(S&C); $19,925 Benefits (3000)(S&C); EL Aide Payment 19,843, ELsupplemental materials (4000)(Title I)

Pg 48

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School	See description for 2017-18	See description for 2017-18

Pg 49

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$4,000	$4,000
Source	S&C	S&C	S&C
Budget Reference	$4,000 Professional Development on ELD strategies (5000)(S&C).Recently McGrew Hills (Wonders) Reading Component for EL is adopted it was paid in 2015-2016 budget.	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 50

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Pg 51

Year	2017-18	2018-19	2019-20
Amount	$70,000	$90,000	$90,000
Source	Title I -LCFF	Title I -LCFF	Title I-LCFF
Budget Reference	$10,000 Intervention Math teacher partial payment salaries (1000)(LCFF);$50,000 Four part time teacher aides' salaries (2000)(Title I); $10,000 Benefits (3000)(Title I)	$15,000 Intervention Math teacher partial payment salaries (1000)(LCFF);$60,000 Four part time teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$15,000 Intervention Math teacher partial payment salaries (1000)(LCFF);$77,000 Four part time teacher aide salaries (2000)(Title I); $20,000 Benefits (3000)(Title I)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,500	$7,500	$10,000
Source	Title 1	Title 1	Title 1
Budget Reference	$2,500 Three teacher stipends (1000)(Saturday school)	$7,500 Saturday School will be enlarged (1000)	$10,000 Saturday School will be enlarged (1000)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

Pg 53

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	104939.27	109939.27	114939.27
Source	LCFF-Title I	LCFF-Title I	LCFF-Title I

Pg 54

Year	2017-18	2018-19	2019-20
Budget Reference	$74,000 dean of academics (1000)(LCFF); $18,000 Benefits (3000)(Base); $1563.27 Illuminate SIS & DnA (5000)(Base); $2,376 MAP testing fees (5000)(Title I); $4000 Data Manager add on, $5000 Testing coordinator add on(1000 –LCFF)	$78,000 dean of academics (1000)(LCFF); $19,000 Benefits (3000)(Base); $1563.27 Illuminate SIS & DnA (5000)(Base); $2,376 MAP testing fees (5000)(Title I); $4000 Data Manager add on, $5000 Testing coordinator add on(1000 –LCFF)	$84,000 dean of academics (1000)(LCFF); $20,000 Benefits (3000)(Base); $3900 Illuminate SIS & DnA (5000)(Base); $2,100 MAP testing fees (5000)(Title I); $5000 Data Manager add on, $2,500 Testing coordinator add on(1000 – LCFF)

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Pg 55

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA for MSA-7 Elementary		
Source			
Budget Reference			

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

Pg 56

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA for MSA-7 Elementary		
Source			
Budget			

Pg 57

Year	2017-18	2018-19	2019-20
Reference			

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Pg 58

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School increase college awareness by organizing college career weeks and filed trips to the colleges.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,000	$9,000	$8,000 field trips, 1K College Career
Source	LCFF Supp./Conc.	LCFF Supp./Conc.	LCFF Supp./Conc.
Budget Reference	5819,5830	5819,5830	5819,5830

Pg 59

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

☐ To increase student access to a broad course of study

☐ To offer innovative courses and programs

Priority 8:

☐ To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined	100%	100%	100%	100%

Pg 60

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of our graduates who will have taken a Computer/Technol	100%	100%	100%	100%

Pg 61

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ogy class and/or experienced blended learning in their program of study				
Percentage of students enrolled in the Charter School's grades K-5 who will take the GATE/enrichment program	5%	12%	15%	15%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	85%	87%	90%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 62

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 63

Year	2017-18	2018-19	2019-20
Amount	$1,143,000.00	$1,300,000	$802 K salaries, 200K benefits
Source	LCFF	LCFF	LCFF
Budget Reference	1100, 3100, 3400 Teacher Salaries And Benefits	1100, 3100, 3400 Teacher Salaries And Benefits	1100, 3100, 3400 Teacher Salaries And Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 64

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$215,741	$245,741	$200K Salaries, 50K Benefits
Source	LCFF	LCFF	LCFF
Budget Reference	$250,000 1 Principal and 1 Dean of Academics salaries (1000)(LCFF); and Benefits (3000)(LCFF)	$250,000 1 Principal and 1 Dean of Academics salaries (1000)(LCFF); and Benefits (3000)(LCFF)	$250,000 1 Principal and 1 Dean of Academics salaries (1000)(LCFF); and Benefits (3000)(LCFF)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 65

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer an GATE/Enrichment Program	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Free	$3,000	$2,000
Source		Title 1	Title 1,LCFF

Pg 66

Year	2017-18	2018-19	2019-20
Budget Reference		Saturday School (1000)(3000)(Title 1)	$2 000,Saturday School money for Gifted (1000)(3000)(Title 1)

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Pg 67

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,140.00	$85,140.00	$90,140.00
Source	LCFF	LCFF	LCFF
Budget Reference	5887 Technology services, 2900 computer instructor salary and benefits.	5887 Technology services, 2900 computer instructor salary and benefits.	5887 Technology services 21,300, 2900 Computer Instructor salary 46K, 12K Benefits, 25K IT person

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$3,000	$4,000
Source	Base	Base	Base

Pg 69

Year	2017-18	2018-19	2019-20
Budget Reference	$2,000 Science materials (4000)(Base)	$3,000 Science materials (4000)(Base)	$2K Science materials (4000)(Base)

Pg 70

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

☐ To seek parent input in making decisions for the Charter School

☐ To promote parental participation in programs

Priority 5:

☐ To increase student attendance

☐ To avoid chronic absenteeism

Priority 6:

☐ To avoid student suspension

☐ To avoid student expulsion

☐ To increase the sense of safety and school connectedness

Pg 71

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	5	5	5
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	7	7	7
Number of activities/events for parent involvement per year	5	10	12	12
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	26%	25%	25%	26%
ADA rate	97%	96%	97%	97%
Chronic absenteeism rate	11%	16%	10%	8%

Pg 72

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student suspension rate	0%	0%	0%	0%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 98% Families: 65% Staff: 90%	Students: 99% Families: 98% Staff: 90%	Students: 98% Families: 98% Staff: 90%	Students: 98% Families: 90% Staff: 90%
School experience survey average approval rates	Students: 67% Families: 99% Staff: 89%	Students: 69% Families: 98% Staff: 92%	Students: 71% Families: 98% Staff: 93%	Students: 76% Families: 99% Staff: 95%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg 73

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000.00	2,000.00	2,000.00
Source	LCFF Supp./Conc.	LCFF Supp./Conc.	LCFF Supp./Conc.
Budget Reference	4720-Motivational expenses.	4720-Motivational expenses.	4720-Motivational expenses.

Pg 74

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Pg 75

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3000	$3000	$3000
Source	LCFF	LCFF	LCFF
Budget Reference	Part of 4330,4345	Part of 4330,4345	Part of 4330,4345

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 76

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000.00	$15,000	$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	Part of 5887, 4320 and 4330.	$8,000 Illuminate SIS & DnA (5000)(Base) and 7 other communication tools such as voice message, mails [Duplicated Expense: See Goal 1: Action 9]	$3900 Illuminate SIS & DnA 1200 Teachboost 1050 Parent square 2800 Phone call 773 postage (5000)(Base) and 7 other communication tools such as voice message, mails [Duplicated Expense: See Goal 1: Action 9]

Pg 77

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Pg 78

Budgeted Expenditures

Year	2017-18	2018-19	2019-20	
Amount	$7,500.00	$7,500.00	$5,000.00	
Source	Title 1	Title 1	Title 1	
Budget Reference	Part of 1100, 3000, 5200.	Part of 1100, 3000, 5200.	Part of 1100, 3000, 5200.	

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Pg 79

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$6,500	$13,500
Source	LCFF	LCFF	LCFF
Budget Reference	CSUN Counseling, 5822	CSUN Counseling, 5822	CSUN Counseling, 5822

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 80

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000.00	$110,000.00	$120,000.00

Pg 81

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	LCFF
Budget Reference	2400,3000 office Manager, clerk salaries and benefits	2400,3000 office Manager, clerk salaries and benefits	2400,3000 office Manager, clerk salaries and benefits

Action   7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

Pg 82

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A for MSA-7 Elementary		
Source			
Budget Reference			

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg 83

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated in admin salaries.	Duplicated in admin salaries.	Duplicated in admin salaries.
Source	LCFF	LCFF	LCFF
Budget Reference	1300,3000	1300,3000	1300,3000

Pg 84

Action   9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high	See description for 2017-18	See description for 2017-18

Pg 85

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
expectations.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Duplicated Expense, Free PBIS training but to cover substituted costed $7500	Duplicated Expense	Duplicated Expense
Source	LCFF	LCFF	LCFF
Budget Reference	In PD related expenses	In PD related expenses	In PD related expenses

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Pg 86

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Panorama education surveys $1005.99	Panorama $1400	Panorama $1050
Source	LCFF	LCFF	LCFF
Budget Reference	5822	5822	5822

Pg 87

Pg 88

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 607,762	25.94 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

☐ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

☐ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

☐ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

☐ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

☐ Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

☐ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

☐ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

☐ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 90

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 549,846	24.90 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

☐ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

☐ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

☐ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

☐ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Pg 91

☐ Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

☐ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

☐ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

☐ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 92

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 544,575.00	27.46 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

☐ Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

☐ Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

☐ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

☐ During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

Pg 93

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

☐ Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

☐ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

☐ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

☐ Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

  For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;

    B. Pupil expulsion rates; and

    C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

    A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

    B. Programs and services developed and provided to unduplicated pupils; and

    C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

    A. Working with the county child welfare agency to minimize changes in school placement

    B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

    C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

    D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

    A. Local priority goals; and

    B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Year

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy Bell	Jason Hernandez, Principal	jhernandez@magnoliapublicschools.org 323-826-3925

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Magnolia Science Academy Bell, is a classroom-based charter school serving grades 6th-8th with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM).

Our mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MSA Bell currently has 495 students in grades 6th-8th, and mainly draws enrollment from the neighboring communities of the southeast Los Angeles area. MSA Bell has a diverse student population of 93% Hispanic/Latino and 7% White (Arabic), 86% socioeconomically disadvantaged, 11% special education, and 10% English language learner population.

We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA Bell is supplemented by tutoring, after-school programs, and families training.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The LCAP goals started through a collaborative effort of gathering input from all stakeholders and available data from surveys and student academic performance. Based on input and data, we have revised our existing actions/services, measurable outcomes, and planned for new ones.

Some of the highlights include:

1. Stakeholder engagement in the shared decision making, especially in the area of blending learning and academic area of mathematics for all students and support of student groups (ELLs and SWD) in ELA and math.

2. Opportunities for professional learning for all stakeholders through workshops and supports, in socioemotional development and academic support in areas like mathematics and blending learning.

3. School community that provides programs to support the socioemotional development and academic learning of all students.

Our learning community has worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

MSA Bell stakeholders conducted an analysis of data and information available. It has identified the following as areas of strength.

1. Suspension Indictor on the California Dashboard is at a blue or very low rate and levels maintain

2. English Language Progress Indicator on the California Dashboard is at a blue or very high level and continues to maintain this level

3. English Language Arts Indicator on the California Dashboard is at yellow or low, but it has increased a level for all student groups in the spring 2017 to the fall of 2017

4. Mathematics indicators on the California is in the low range, but the student group with disabilities has increased a color level from the spring of 2017 to the fall of 2017

MSA Bell seeks to continually develop professional learning opportunities for all stakeholders in the area of socioemotional development, especially staff that is continually tasked with supporting students beyond the daily academic challenges. Potential trainings include coaching adolescents in executive functioning skills.

MSA Bell continues to be prideful in the development and academic capacity of its ELLs. Continual support and compliance is provided to the staff in the form of professional learning opportunities, grade level meetings, webinars, and other trainings. CHATS framework has been strategy of focus among staff members. In the classroom, students are introduced to literacy opportunities and strategies for comprehension and development in all courses. Enrichment in the development of language includes engagement with higher-order thinking questions, various scaffolding and accommodations to support language acquisition, cooperative groups, explicit direct instruction, word walls, content and language learning objectives. Continually development in this field will be provided to all stakeholders, especially since the state expectations are changing with the introduction of the ELPAC.

Pg 2

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

MSA Bell stakeholders conducted an analysis of data and other formative and informative information available. It has identified the following as areas of need in order to close the achievement gap.

1. Mathematics indicator on the California Dashboard is at orange or low for all student groups. The exception is the student group that is labeled socioeconomically disadvantaged, which is on the color indicator of yellow or low.

2. English Language Arts indicator on the California Dashboard is at yellow or low for all students. The student group, students with disabilities, is at an orange or very low.

3. Per student survey, the usage of technology is high and perceived as the main teaching tool, instead of a supplement to enhance the learning experience.

4. Per staff survey, teacher development for new members to the school site is essential for success.

MSA Bell seeks to continually develop professional learning opportunities in both the areas of ELA and Mathematics. A new teaching position being created is a STEAM teacher. This teacher will collaborate with the educational team to identify areas of greatest need in ELA and Mathematics and create a course curriculum that capitalizes in these opportunities. The course will increase student exposure to the fields of mathematics and engineering.

MSA Bell will seek to solidify the inclusion model on campus. Plans are being created to identify a coordinator to oversee SpEd compliance and training for all teachers in their work with SWD. Additional support will be in the form of classroom collaborative teaching and planning, research and identifying trainings to fulfil the areas of need and seek opportunities to collaborate with other schools around the idea of full inclusion.

MSA Bell seeks to solidify the blended learning program and change the narrative for all members of the community that technology is a critical component of today's world and develop a belief that it is an extension of the educational experience (good teaching). Alongside this narrative, digital citizenship will be streamlined across the campus to align with the vision of the school to educate young individuals that will contribute to the community as a socially responsible and educated member of society.

MSA Bell seeks to further understand the needs of the teaching community and identify the factors that will empower teachers to develop their craft in the community of service. Strategies include providing home office orientation, site-based orientation that addresses school and individual needs, mentorship program with a seasoned staff member on site, and other strategies of support are currently being investigated.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Greatest Area of Need

1. Math, Student Group: English Language Learners

Pg 3

2. Math, Student Group: Students with Disabilities

3. English Language Arts, Student Group: SWD

Intervention/Action Plan

English Language Learners and Students with Disabilities have been identified as the group of greatest need on the school site in the area of mathematics and English Language Arts. MSA Bell is currently in the process of developing an intervention course/elective for incoming 6th grade students. The course will focus on the identified focus areas of math with the emphasize on project-based learning, engineering, and academic discourse.

Secondly, we will continue to provide access to intervention programs, like ST Math, which students can utilize at school and home. Families will be educated on the resources that are available for academic support.

Lastly, there is continual effort to provide sheltered instruction, which is an approach to teaching English Language Learners in a manner that makes the content comprehendible to the learner. MSA Bell has identified that there are students that qualify under both student groups: SWD and ELL. The utilization of the CHATS framework for language acquisition will benefit that student groups that are struggling by providing various strategies that assist in the acquisition and development of language.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Pg 4

Annual Update

LCAP Year Reviewed: 2018–19

Goal 1

MSA Bell provides academic excellence to all students.

State and/or Local Priorities addressed by this goal:

Priority 1:

1. To ensure teachers are appropriately assigned and properly credentialed

Priority 2:

1. To maintain implementation of CCSS for all students, including subgroups

2. To ensure teachers are trained in CCSS and the pedagogical shifts in support of increasing student learning and SBAC readiness

3. To ensure English Learners can access the CCSS and ELD standards.

4. To increase the percentage of students who are on track to be college- and career- readiness

5. Begin integration of "A," arts in core curriculum

Priority 4:

1. To ensure a rigorous and relevant academic program

2. To increase the percentage of students who score proficient or above in English Language Arts/Literacy and math on the SBAC assessment system

3. To increase the percentage of ELs who meet or exceed the criteria for reclassification

Priority 7:

1. Ensure students have sufficient access to CCSS aligned instructional materials

Priority 8:

1. Collect, analyze and use multiple measures of student performance to increase student proficiency

Annual Measurable Outcomes

Expected	Actual
PRIORITY 1	**PRIORITY 1**
100% of MSA Bell's teachers will be appropriately assigned and properly credentialed as required by law and the charter.	100% of MSA Bell's teachers are appropriately assigned and properly credentialed as required by law and the charter.
PRIORITY 2	**PRIORITY 2**
MSA Bell will maintain 100% implementation of CCSS.	MSA Bell implemented CCSS with 100% fidelity
MSA Bell teachers will receive at least 3-trainings/professional developments on the CCSS.	MSA Bell teachers received at least 3-trainings and/or professional development on the CCSS through course work, staff PLC, etc.
MSA Bell teachers will receive at least 3-trainings/professional developments on pedagogical shifts with a focus on student learning.	MSA Bell teachers receive at least 3-trainings/professional developments on pedagogical shifts with a focus on student learning through course work, staff PLC, etc.
MSA Bell teachers will receive at least 3-trainings/professional developments on the ELD standards and teaching English Learners.	MSA Bell teachers receive at least 3-trainings/professional developments on the ELD standards and teaching English Learners through course work, staff PLC, etc.
100% of MSA Bell students will participate in advisory course that covers college talk. (a-g requirements, college field trips, etc.)	100% of MSA Bell students participate in advisory course that covers college talk.
MSA Bell teachers will receive at least 1 training in the integration of ARTS in the core curriculum.	MSA Bell teachers receive at least 1 training in the integration of ARTS in the core curriculum through professional development training, staff PLC, or visiting schools with promising practices, etc.
PRIORITY 4	**PRIORITY 4**
For all student, including subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5 points from fall to spring. **2018-19 (Expected):** **ELA** All Students: 33%	in progress

Pg 6

Expected	Actual

English Learners: 5%
Socioeconomically Disadvantaged: 32%
Students with Disabilities: 5%
Hispanic: 34%
White: 29%

Math

All Students: 21%
English Learners: 5%
Socioeconomically Disadvantaged: 21%
Students with Disabilities: 5%
Hispanic: 21%
White: 30%

Percentage of students performing proficient on the CAASPP 2018-19 (Expected):
Math

All Students: 27%
English Learners: 5%
Socioeconomically Disadvantaged: 26%
Students with Disabilities: 11%
Hispanic: 5 percentage points up from the prior year
White: 5 percentage points up from the prior year

in progress

Pg 7

Expected	Actual
ELA All Students: 45% English Learners: 5% Socioeconomically Disadvantaged: 44% Students with Disabilities: 18% Hispanic: 46% White: 34%	
The percentage of EL students who are reclassified will increase by 1% from the prior year.	in progress

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Priority 1: MSA Bell administration will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	**Priority 1:** MSA Bell administration conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs.	$2,114,083.00 (1000, 1300, 3000)	$2,314,083.00 (1000, 1300, 3000)
Priority 1: MSA Bell administration will annually review master schedule/teacher assignments to ensure compliance.	**Priority 1:** MSA Bell administration annually reviews master schedule/teacher assignments to ensure compliance.	$329,460 (1300)	$329,460 (1300)
Priority 2: MSA Bell will annually review all CCSS	**Priority 2:** MSA Bell annually reviews all CCSS	$15,777 (4100)	$15,000 (4100)

Pg 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
aligned materials and purchase any necessary materials approved by the state.	aligned materials to ensure state approved materials.		
Priority 2: MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with the implementation of CCSS. (This will be in the form of workshops, seminars, etc.)	**Priority 2:** MSA Bell provided professional development (at least 3) for all staff corresponding with the implementation of CCSS.	$14,500 (5863)	$14,580 (5863)
Priority 2: MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. SEL such as restorative justice practices, community circles, etc.	**Priority 2:** MSA Bell provided professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. SEL such as restorative justice practices, community circles, etc.		
Priority 2: MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. ELD standards and teaching English language Learners.	**Priority 2:** MSA Bell provided professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. ELD standards and teaching English language Learners.		
Priority 2: MSA Bell will research and conduct professional development (at least 1) for all staff corresponding with implementation and integration of ARTS in the core curriculum.	**Priority 2:** MSA Bell provided professional development (at least 1) for all staff corresponding with implementation and integration of ARTS in the core curriculum.		
Priority 2: MSA Bell students, through advisory, will	**Priority 2:** MSA Bell students, through advisory,	$24,000 (5835)	$24,000 (5835)

Pg 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
receive career- and college- readiness opportunities through classroom lessons and field trips.	receive career- and college- readiness opportunities through classroom lessons and field trips.		
Priority 4: MSA Bell students will take MAP in ELA and Math, three times during the year. Measurements will be evaluated and guide teacher's instruction and curriculum in order to show growth of at least 5 points from fall to spring.	**Priority 4:** MSA Bell students take MAP assessment 3x per year to inform instruction and measure growth	$5,875 (4340, Title 1)	$5,875 (4340, Title 1)
Priorities 4: All students will take interim SBAC block assessments in math and ELA periodically. Along with these results and other internal assessments, teachers will adjust instruction and curriculum.	**Priorities 4:** All students take the interim SBAC block assessments in math and ELA periodically.		
Priorities 4: MSA Bell will identify EL students and ELD coordinator will plan instruction to support EL students. Planning, instruction and data analyzes will guide curriculum to ensure EL students increase 5% from prior year.	**Priorities 4:** MSA Bell identified ELs and plans supporting instruction to ensure growth.	$66,200 (1100, 3000 Title 1)	$66,200 (1100, 3000 Title 1)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Pg 10

MSA Bell provides academic excellence to all students. This is achieved by ensuring the following:

1. Appropriately assigning teachers to courses per their credential and providing the necessary classroom supports to ensure academic growth.
2. Academic rigor and relevance and implementation of CCSS are provided through the various classroom resources and curriculum, training on ELD framework and strategies, and resources on Summit Platform.
3. Internal assessment is accomplished through the usage of the NWEA MAP and the CAASPP Interim Assessments, this allows the staff to measure and inform instruction for literacy and mathematics. Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Measuring effectiveness of action plans was conducted in the following manner:

1. Administration walk through and feedback on ELD instruction, as presented through regular onsite professional development
2. Usage of the Data Analysis Tool to review NWEA MAP data to inform instruction and measure of student growth from Fall to Spring.
3. Review of SBAC data to determine greatest area of need and providing instructional support for student achievement, as measured through administration walk through and analysis of available data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Through available funds, MSA Bell added an additional administrator to oversee teacher effectiveness and increase data analysis capacity.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

MSA Bell will maintain the goals established and modify according.

Pg 11

1. Teacher instructional focus and development will be dependent on the results of internal and external data.

2. Utilize research based instructional strategies to support Tier 1 of MTSS

3. Using the Summit Platform to measure Self-Directed Learning through completion of focus areas.

LCAP Year Reviewed: 2018–19

Goal 2

MSA Bell promotes innovation amongst all students.

State and/or Local Priorities addressed by this goal:

Priority 4:

1. Implement a blended learning program in order to help all students build 21st century skills to be college- and career-ready

Priority 5:

1. Prepare all students, including subgroups to be adaptable, responsible critical thinkers who contribute to the global community.

Priority 6:

1. Create a positive school climate that adapts to the needs of the community.

Annual Measurable Outcomes

Expected	Actual
Priority 4	**Priority 4**
MSA Bell will implement blended learning through by providing access to the Summit Learning Platform in 100% of the core classes.	MSA Bell implements blended learning in a 100% of the core classes.

Pg 12

Expected	Actual
MSA Bell will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	MSA Bell provides 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
100% of students will have sufficient access to all academic and educational programs provided by MSA Bell.	100% of students have sufficient access to all academic and educational programs provided by MSA Bell.
Priority 5	**Priority 5**
At least 80% of all students enrolled in MSA Bell will create or demonstrate a STEAM focused, community based project, experiment, model or demo.	All MSA Bell students, 100% participate in a STEAM focused, community based project, experiment, model or demo.
At least 25% of the student population at MSA Bell will participate in an internship or site field trip to gain hands on experience in a respective field in STEAM.	100% of students participated in a form of access STEAM related fields through college visits, field trips, etc.
At least 5% of student population at MSA Bell will participate in a service-learning project based on community needs.	At least 5% of student population at MSA Bell participate in a service-learning project. (video activity with focus on homelessness, diversity, etc.)
Priority 6	**Priority 6**
MSA Bell School Satisfaction Survey: at least 80% of student population will rate the overall school experience positively; at least 85% of staff will rate the overall all school experience positively; at least 90% of parents will rate the overall school experience positively.	MSA Bell School Satisfaction Survey: at least 71% of student population rate the overall school experience positively; at least 86% of staff rate the overall all school experience positively; at least 94% of parents rate the overall school experience positively.
MSA Bell will maintain Restorative Justice Practices and provide access to through partnerships to mental health services to ensure a suspension rate of no more than 1% and an expulsion rate of no more than 1%.	in progress

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Pg 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Priority 4: MSA Bell staff will receive training and support for blended learning through Summit Basecamp Training.	**Priority 4:** MSA Bell staff received training and support for blended learning throughout the academic school year.	Grant through the Chan Zuckerberg Initiative (CZI)	Grant through the Chan Zuckerberg Initiative (CZI)
Priority 4: MSA Bell will offer all core subjects, with an emphasis in STEAM education, as prescribed in the charter.	**Priority 4:** MSA Bell offers all core subjects, with an emphasis in STEAM education, as prescribed in the charter.	$122,000 (4710)	$122,000 (4710)
Priority 4: MSA Bell will support different needs in the area of math enrichment, English language development, advance class placement and other needs through the Summit Learning Platform.	**Priority 4:** MSA Bell students received additional resources in the area of math development, English Language Development, advance class placement and other needs.		
Priority 4: MSA Bell will utilize surveys for all stakeholders to identify areas of interest for elective courses.	**Priority 4:** MSA Bell has provided students with choice on their election of elective course.		
Priority 4: MSA Bell will provide an educational program that is inclusive for all students, including subgroups. MSA Bell staff will conduct PD in order to meet the needs of all students. (SEL, co-teaching, etc.)	**Priority 4:** MSA Bell provides an educational program that is inclusive for all students, including subgroups.		
Priority 5: As a STEAM focused school, teachers will incorporate an experiment or service-learning project in which at least 80% of the student population participates.	**Priority 5:** All students (100%) participated in an experiment or service-learning project associated with STEAM.	$44,000 (4310, 4326, 4335)	$44,000 (4310, 4326, 4335)
Priority 5: MSA Bell will provide career-readiness	**Priority 5:** MSA Bell provides college- and career-		

Pg 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
opportunities in the area of STEAM through site field trip or internship. This will be provided for at least 25% of the student population.	readiness opportunities in the area of STEAM through site field trip or internship for the entire student population (100%).		
Priority 6: MSA Bell will seek an 80% rate for student overall experience on yearly conducted surveys. This will be accomplished by provided a safe and supportive environment that is conducive for learning through training in SEL.	**Priority 6:** MSA Bell received an 71% overall experience rating from students.	$1,779 (5800)	$1,779 (5800)
Priority 6: MSA Bell will seek an 85% rate for staff overall experience on yearly conducted surveys. This will be accomplished by provided a supportive and risk taking culture that strives for high student achievement. (includes tuition reimbursement)	**Priority 6:** MSA Bell received an 86% overall experience rating from staff.		
Priority 6: MSA Bell will seek to maintain a 90% rate for parent overall experience on yearly conducted surveys. This will be accomplished by providing resources and opportunities for parent input, such as workshops, parent college, parent conferences, etc.	**Priority 6:** MSA Bell received an 94% overall experience rating from families.		
Priority 6: MSA Bell will maintain a low suspension rate of no more than 3% and an expulsion rate of no more than 1%, by providing restorative justice practices and resources through partnerships for mental health services. (CSUN, ENKI, etc.)	**Priority 6:** In progress	$8,200 (5800, Title 1)	$7,500 (5800, Title 1)

Pg 15

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

MSA Bell promotes innovation amongst all students. This is achieved by ensuring the following:

1. 100% of students are engaged in blended learning through the platform. Students are able to develop 'soft skills' essential for college- and career-readiness.
2. 20% of current student population is enrolled in an 'advanced math course.'
3. Elements of the charter petition includes STEM activities, utilization of technology, inquiry based learning, socio-emotional development, family engagement support, etc.
4. Students are provided with all resources necessary to achieve academic success, this includes qualified teachers and support staff, curriculum, technological resources, nutrition, counseling, and other necessary resources that will help all students achieve academic excellence.
5. MSA Bell is evaluated on a yearly basis by all stakeholders to ensure that the needs of the learning community are being met.
6. MSA Bell is currently awaiting the following data for analysis of the school year: SBAC, Spring MAP, and EL reclassification results.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Measuring effectiveness of action plans was conducted in the following manner:

1. Summit Learning Platform provides student and teacher usage data to monitor usage and performance.
2. Staff and resources are monitored and evaluated yearly to measure effectiveness and adjust accordingly.

Pg 16

3. Data Analysis Tool is used at the completion of MAP and IAB assessments. The worksheet provides structural conversation to inform instruction in the classroom.

4. Public School Choice committee arranged to review and measure effectiveness of instructional practices: such as classroom safety, self-directed learning, board configuration, etc.

5. All of the school programs and resources were made accessible to all students. This includes services such as ELD developmental support and services as expected through IEPs for students with disabilities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All budgeted expenditures fall within the expected measures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

MSA Bell will maintain the goals established and modify according.

1. Educational software and evaluation of effectiveness will continue for programs such as BrainPop, MyOn, STMath, and WonderMedia. Pilot program will be conducted with GradeSlam among selected students in 6th, 7th, 8th. GradeSlam is a comprehensive, unlimited learning solution providing 24/7 academic support, to all students.

2. An 'advance pathway' courses selection (Honors) will be programmed to provide opportunities for higher-level classes that proceed at a faster pace and cover more materials than regular mainstream courses.

3. Further opportunities to expose students to college- and career-ready opportunities for all students. This includes multiple career days during the school year, and allowing alumni to visit classrooms to discuss their college experiences.

4. Further opportunities to educate and provide awareness for families, students, and staff (stakeholders) on trending behaviors based on data (drugs, fights, etc.)

Pg 17

LCAP Year Reviewed: 2018–19

Goal 3

MSA Bell builds connections amongst all stakeholders in the community.

State and/or Local Priorities addressed by this goal:

Priority 1:

1. Maintain a safe school environment with facilities that are in good repair.

Priority 3:

1. Encourage a partnership with parents within the school setting (classroom, supervision, etc.)

2. Provide opportunities for parent involvement and seek parent input in school site decisions

Priority 5:

1. To increase student attendance

2. To avoid chronic absenteeism

3. To avoid middle school dropout

4. Provide opportunities for student participation and seek student input in school site decisions

Priority 6:

1. To increase the sense of safety and school connectedness

Annual Measurable Outcomes

Expected	Actual
Priority 1	**Priority 1**
MSA Bell will maintain at least 90% of items on the facility inspection checklist will be in compliance/good standing.	MSA Bell maintains at least 90% of items on the facility inspection checklist in compliance/good standing as measured by LAUSD.

Pg 18

Expected	Actual
Daily general cleaning by custodial will maintain campus cleanliness.	LAUSD audits cleanliness of campus on a yearly basis to ensure campus remains satisfactory.
Priority 3	**Priority 3**
Administration and teachers will conduct home visits for at least 20% of MSA Bell's students.	Home visit goal was adjusted to be maintained at a least 25% of student population. Final results is yet to be determined.
Parent workshops will be conducted monthly to support all learners, including subgroups.	Workshops are conducted monthly either through Coffee Chats, parental meetings, and family workshops through PEBSAF and CyberCop and other relevant school researched materials.
MSA Bell will hold at least 4 SSC meetings per year.	MSA Bell holds at least 6 SSC meetings per year.
MSA Bell will hold at least 4 English Learner Advisory Committee (ELAC) meetings per year.	MSA Bell holds at least 4 English Learner Advisory Committee (ELAC) meetings per year.
MSA Bell will hold at least 6 Parent Task Force (PTF) meetings per year.	MSA Bell holds at least 10 Parent Task Force (PTF) meetings per year.
MSA Bell will hold at least 5 parent activities/events per year.	MSA Bell holds at least 7 parent activities/events per year.
Teachers will update SIS records daily/weekly.	Upon regular reminders, teachers update SIS records daily/weekly.
MSA Bell will send at least 4 progress reports/cards to parents per year.	MSA Bell sends at least 4 progress reports/cards to parents per year.
Priority 5	**Priority 5**
MSA Bell will maintain an ADA rate of at least 97%.	MSA Bell maintains an ADA rate of at least 96.5%.
MSA Bell will maintain a chronic absenteeism rate of no more than 3.5%.	MSA Bell has maintained a chronic absenteeism rate of 3.9%
MSA Bell will maintain a middle school dropout rate of no more than 0%.	MSA Bell maintains a middle school dropout rate of no more than 1%.
MSA Bell will maintain an elected Student Council of at least 3% of the student population, including subgroups.	MSA Bell maintains an elected Student Council of at least 3% of the student population, including subgroups.
Priority 6	**Priority 6**
MSA Bell will conduct at least 2 trainings on Social Emotional Learning (SEL) to ensure a sense of safety and connectedness.	MSA Bell conducted at least 2 trainings on Social Emotional Learning (SEL) to ensure a sense of safety and connectedness.

Pg 19

Expected	Actual
MSA Bell will conduct monthly emergency drills to ensure safety of all stakeholders.	MSA Bell conducts monthly emergency drills to ensure safety of all stakeholders.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Priority 1: MSA Bell in partnership with LAUSD facility management will ensure that the school is cleaned daily and facility is maintained in good standings at least 90% of the time.	**Priority 1:** MSA Bell in partnership with LAUSD inspects the facility to ensure facility is well maintained to acceptable standards.	$242,905 (5610)	$390,000 (5610)
Priority 3: MSA Bell will conduct a home visit to at least 20% of the families in order to develop and maintain a partnership with the home and community.	**Priority 3:** MSA Bell conducts home visits of at least 25% of the families in order to develop and maintain a partnership with the home and community. Final number will be determined soon.	$15,000 (1100, 3010 Title 1)	$15,000 (1100, 3010 Title 1)
Priority 3: MSA Bell will provide various resources for families in the form of workshops, Parent College and other family engagements.	**Priority 3:** MSA Bell provided various workshop opportunities for families throughout the year. This includes: parenting courses, college-readiness, social media, and other relevant topics.	$6,600 (1100, 3010 Title 1) (Saturday School) $2,450 (1100, 3010 Title 1) (Parent College)	$6,600 (1100, 3010 Title 1) $2,450 (1100, 3010 Title 1)
Priority 3: MSA Bell will conduct and host the following meetings to inform and encourage parent involvement and in the school community.	**Priority 3:** MSA Bell conducts and host family meetings to inform and encourage involvement and in the school community. All expected outcomes have been met.	$5,000 (4720)	$300 (4720) – Back to School $169 (4720) – Student/Teacher Conferences

Pg 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. MSA Bell will conduct at least 4 SSC meetings per year 2. MSA Bell will conduct at least 4 ELAC meetings per year 3. MSA Bell will conduct at least 6 PTF meetings per year 4. MSA Bell will conduct at least 5 parent activities/events per year **5.** MSA Bell will conduct at least 4 progress reports/cards to parents per year	1. MSA Bell will conduct at least 6 SSC meetings per year 2. MSA Bell will conduct at least 4 ELAC meetings per year 3. MSA Bell will conduct at least 10 PTF meetings per year 4. MSA Bell will conduct at least 7 parent activities/events per year 5. MSA Bell will conduct at least 4 progress reports/cards to parents per year		$360 (4720) – Parent Conference $90 (4720) - DVR
Priority 3: MSA Bell will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Teachers will ensure grades are updated on a regular basis.	**Priority 3:** MSA Bell provides parents with access to course material, homework assignments, projects, and records of students' grades through Illuminate and the Summit Learning Platform. Teachers ensure grades are updated on a regular basis.	$6,161 (5800)	$6,161 (5800)
Priority 5: MSA Bell will be proactive to create a safe environment that welcomes students to school in order to maintain an ADA rate of at least 97%, and a chronic absenteeism rate of no more than 3.5%.	**Priority 5:** Actual numbers are still in progress, but ADA rate is trending 96.5% and chronic absenteeism TBD		
Priority 5: MSA Bell will provide a safe, nurturing and engaging learning environment that will provide all students with a college preparatory education in order to maintain a dropout rate of no more than 1%.	**Priority 5:** MSA Bell provides a safe, nurturing and engaging learning environment that maintains a dropout rate of no more than 1%.	$136,568 (5813 – ASES)	$136,568 (5813 – ASES)

Pg 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Priority 5: MSA Bell will maintain an elected Student Council of at least 3% of the student population, including subgroups. The elected body will meet with administration and other students to continually provide feedback to best meet the needs of all students.	**Priority 5:** MSA Bell has an elected Student Council of at least 3% of the student population, including subgroups.		
Priority 6: MSA Bell will research and conduct professional development (at least 2) for all staff corresponding with SEL to ensure a safe and connectedness school culture.	**Priority 6:** MSA Bell through the uses of resources (UCLA and CSUN and other relevant information) has provided training to staff on SEL to develop empathy and safe environment on campus.		
Priority 5: MSA Bell in partnership with the other schools on campus will conduct regular safety drills to ensure their safety. Drills and results will be recorded and data collected to analysis any areas of improvement.	**Priority 5:** Orchard Academies collectively conducts monthly safety drills.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

MSA Bell builds connections amongst all stakeholders in the community. This is achieved by the following:

Pg 22

1. LAUSD performs yearly 'Williams' expectations to ensure the campus is maintained and safe to state and district standards.
2. MSA Bell staff performed Home Visits and analysis of the visits for 25% of the student's population. This is crucial for continually family engagement.
3. MSA Bell throughout the year has encouraged ongoing participation in committees such as PTF, ELAC, and SSC. As well as to conduct regular workshops for families.
4. MSA Bell continues to provide ongoing professional development in the area of SEL for staff to ensure staff is aware of instructional strategies that will support a safe environment conducive for learning. This is evident through the number of ongoing PDs and high ADA rate.
5. MSA Bell collaborates with collocated academies to prioritize safety. This is evident through the monthly safety drills that are completed together, monthly administration meetings between the academies, and through an active and visible administration and teaching staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Measuring effectiveness of action plans was conducted in the following manner:

1. Number of committee meetings and family workshops
2. Home Visit for 25% of the student population
3. Number of PDs conducted for staff throughout the year that focuses on SEL
4. Monthly safety drills and monthly administration meetings for the academies

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All budgeted expenditures fall within the expected measures.

Pg 23

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

MSA Bell will maintain the goals established and modify according.

1. The leadership teams at Orchard Academies will create expectation matrix that are applicable across the campus.
2. Instructional practices that focus on sustaining promising practices of Tier 1 MTSS support (This includes schoolwide expectation matrix, grade level team classroom expectation matrix, practices of restorative circles, solidifying mentorships in advisory courses)
3. Develop a pilot program with selected number of students from each grade to utilize GradeSlam.
4. Develop curriculum and student tracking to identify 'Honor' pathway students.
5. Implement instructional practices and strategies as identified through the Performance Indicator Review (PIR)

Pg 24

Stakeholder Engagement

LCAP Year: **2019–20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote a positive learning experience for our students, MSA Bell has established a culture of partnership with families, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Public School Choice (PSC) review, Charter School Division (CSD) review, Coffee Chat meetings, Board of Directors meetings, Principal meetings, and staff meetings. Feedback from our committees and meetings provide valuable input for the new LCAP. In addition, the MSA Bell conducts surveys for families, students, and staff, and the school staff conducts home visits. These all serve as a way to inform, educate, and gather input and feedback from all critical stakeholders.

MSA Bell has an approved charter petition with measurable student outcomes and methods to assess student progress. WASC accreditation provides a reflective opportunity to gather stakeholder feedback and input with action plans for continuous school improvement. SPSA develops the learning community to identify and address the instructional needs of students through Title 1 funds. The collaborative process monitors performance data, student needs, identifies goals, implements appropriate interventions/preventions. The PSC process allows stakeholders the opportunity to review school data, understand elements of a high-quality school and review the school proposals and offer their feedback. The various opportunities provide stakeholder engagement to address the needs of the student. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

MSA Bell has held its periodical meetings this year to gather input from our stakeholders. These include 10 PTF meetings, 6 SSC meetings, 4 ELAC meetings, several parent activities/events including Coffee Chat meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. Majority of our stakeholders participated in this survey. The staff has completed 25% of its home visits during this school year and sought feedback from the parents for school improvement.

Pg 25

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholders have reviewed input in order to adjust all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

1. Implement instructional practices and strategies as identified through the Performance Indicator Review (PIR), especially for our dually identified students (SWD & ELs)

2. Instructional practices that focus on sustaining promising practices of Tier 1 MTSS support (This includes schoolwide expectation matrix, grade level team classroom expectation matrix, practices of restorative circles, solidifying mentorships in advisory courses)

3. An 'advance pathway' courses selection (Honors) will be programmed to provide opportunities for higher-level classes that proceed at a faster pace and cover more materials than regular mainstream courses.

4. Professional Development sessions to support families with various aspects relating to the development of the 'whole child.'

Pg 26

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

Priorities 1: Teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Priorities 1: The school's facility inspection checklist will be in compliance/good standing.

Priorities 2: Students will have sufficient access to standards-aligned instructional materials.

Priorities 4: All students will meet or exceed their proficiency targets on the CASSPP, ELA/Literacy and Mathematics assessments.

Priorities 4: All students will show growth on the CASSPP, ELA/Literacy and Mathematics assessments, as identified by the CA Dashboard.

Priorities 4: All students will meet their growth targets on the reading section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.

Priorities 4: EL students will make annual progress in learning English as measured by ELPAC.

Priorities 4: EL students will be reclassified annually.

Priorities 8: Students will receive a grade of "C" or better in core subjects and electives.

Identified Need:

The following has been identified as needs in order to comply with state requirements and authorizing body, LAUSD.

Pg 27

1. Continue to recruit teachers that are highly qualified or provide school-level support for obtaining full preliminary credential status as expected per ESSA.
2. Utilize the Performance Indicator Review (PIR) process to plan targeted intervention of academic support using the Plan Do Study Act Cycle (PDSA) (Main Target SWD and ELs)
3. Provide Professional Development to families to best understand and support their child with our unique academic program.
4. Measure Self-Directed Learning (SDL) through the Summit Learning Platform: 65% 2018-19; 70% 2019-20; 75% 2020-21.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	85%	85%	90%	90%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 40% English Learners: 0% Socioeconomically	2017-18 (Expected): All Students: 40% English Learners: 0% Socioeconomically	2018-19 (Expected): All Students: 45% English Learners: 5% Socioeconomically	2019-20 (Expected): All Students: 50% English Learners: 10% Socioeconomically

Pg 28

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Disadvantaged: 39%	Disadvantaged: 39%	Disadvantaged: 44%	Disadvantaged: 49%
	Students with Disabilities: 13%	Students with Disabilities: 13%	Students with Disabilities: 18%	Students with Disabilities: 23%
	Hispanic: 41%	Hispanic: 41%	Hispanic: 46%	Hispanic: 51%
	White: 29%	White: 29%	White: 34%	White: 39%
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 14.5 points below standard	All Students: 14.5 points below standard	All Students: 11.5 points below standard	All Students: 8.5 points below standard
	English Learners: 59 points below standard	English Learners: 59 points below standard	English Learners: 56 points below standard	English Learners: 53 points below standard
	Socioeconomically Disadvantaged: 15 points below standard	Socioeconomically Disadvantaged: 15 points below standard	Socioeconomically Disadvantaged: 13 points below standard	Socioeconomically Disadvantaged: 10 points below standard
	Students with Disabilities: 103.4 points below standard	Students with Disabilities: 103.4 points below standard	Students with Disabilities: 100.4 points below standard	Students with Disabilities: 97.4 points below standard
	Hispanic: 14.1 points below standard	Hispanic: 14.1 points below standard	Hispanic: 11.1 points below standard	Hispanic: 8.1 points below standard
	White: 21 points below standard	White: 21 points below standard	White: 18 points below standard	White: 15 points below standard
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 29%	All Students: 31%	All Students: 33%	All Students: 35%
	English Learners: 1%	English Learners: 3%	English Learners: 5%	English Learners: 7%
	Socioeconomically Disadvantaged: 28%	Socioeconomically Disadvantaged: 30%	Socioeconomically Disadvantaged: 32%	Socioeconomically Disadvantaged: 34%
	Students with Disabilities: 1%	Students with Disabilities: 3%	Students with Disabilities: 5%	Students with Disabilities: 7%
	Hispanic: 30%	Hispanic: 32%	Hispanic: 34%	Hispanic: 36%
	White: 25%	White: 27%	White: 29%	White: 31%

Pg 29

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): All Students: 22% English Learners: 0% Socioeconomically Disadvantaged: 21% Students with Disabilities: 6% Hispanic: 21% White: 32%	2017-18 (Expected): All Students: 22% English Learners: 0% Socioeconomically Disadvantaged: 21% Students with Disabilities: 6% Hispanic: 21% White: 32%	2018-19 (Expected): All Students: 27% English Learners: 5% Socioeconomically Disadvantaged: 26% Students with Disabilities: 11% Hispanic: 25% White: 37%	2019-20 (Expected): All Students: 32% English Learners: 10% Socioeconomically Disadvantaged: 31% Students with Disabilities: 16% Hispanic: 30% White: 42%
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 70.7points below standard English Learners: 112.7 points below standard Socioeconomically Disadvantaged: 70.3 points below standard Students with Disabilities: 145.7 points below standard Hispanic: 70.7 points below standard White: 63.6 points below standard	2017-18 (Expected): All Students: 70.7points below standard English Learners: 112.7 points below standard Socioeconomically Disadvantaged: 70.3 points below standard Students with Disabilities: 145.7 points below standard Hispanic: 70.7 points below standard White: 63.6 points below standard	2018-19 (Expected): All Students: 67.7points below standard English Learners: 109.7 points below standard Socioeconomically Disadvantaged: 67.3 points below standard Students with Disabilities: 142.7 points below standard Hispanic: 67.7 points below standard White: 60.6 points below standard	2019-20 (Expected): All Students: 64.7points below standard English Learners: 106.7 points below standard Socioeconomically Disadvantaged: 64.3 points below standard Students with Disabilities: 139.7 points below standard Hispanic: 64.7 points below standard White: 57.6 points below standard
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): All Students: 17% English Learners: 1% Socioeconomically Disadvantaged: 17%	2017-18 (Expected): All Students: 19% English Learners: 3% Socioeconomically Disadvantaged: 19%	2018-19 (Expected): All Students: 21% English Learners: 5% Socioeconomically Disadvantaged: 21%	2019-20 (Expected): All Students: 23% English Learners: 7% Socioeconomically Disadvantaged: 23%

Pg 30

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Students with Disabilities: 1% Hispanic: 17% White: 26%	Students with Disabilities: 3% Hispanic: 19% White: 28%	Students with Disabilities: 5% Hispanic: 21% White: 30%	Students with Disabilities: 7% Hispanic: 23% White: 32%
Percentage of EL students making annual progress in learning English as measured by the ELPAC	100%	100%	100%	100%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	44%	44%	>25%	>25%
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	57%	58%	59%	60%

Planned Actions / Services

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: **Location(s):**

Pg 31

All Students	MSA Bell, All Schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Base Program	Base Program	Base Program
A. Appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students, including ELs. B. Provide standards aligned materials to all students. C. Professional development in CCSS, especially in the adoption of the NGSS, Math, and History standards. D. Professional Development in the development of teacher's trade as a professional. E. Professional development in Universal Design for Learning (UDL), a framework to improve and optimize teaching and learning for all students, including ELs. F. Professional development in Multi-Tier System of Supports (MTSS), a framework that provides targeted support to struggling students in various areas such as academic growth	A. A, B, C, D, E, F – Continue, with the possibility of purchasing new textbooks for the new standards in Science and History. B. H – meeting with Orchard Academies Plant Manager to ensure facility is well maintained and adjustments made accordingly.	A. Appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students, including ELs. B. Provide CCSS aligned materials and instruction to all students. C. Provide targeted teacher professional development to increase CCSS rigor and alignment. D. Develop a framework for MTSS implementation, with a main focus on Tier 1 academic and behavior support

Pg 32

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
and achievement, behavior, social and emotional needs (RTI and PBIS). G. Work with Los Angeles Unified School District to hire an additional Building & Ground Maintenance worker.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A $2,832,466 B $50,000 C, D, E, F $93,800 G $235,830	$2,769,198	$2,965,364 (1000s and 3000s) $52,779 (5000s) $350,000 (5000s)
Source	LCFF Base Title 1	LCFF Base Title 1	LCFF Base Title 1
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 1300, 3000, 4100, 5863, 5835, 4340	1000, 1300, 3000, 4100, 5863, 5835, 4340

Action   2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
All Students, English Learners, Foster Youth, Low Income	LEA - wide	MSA Bell – all schools

Pg 33

Actions/Services

2017-18	2018-19	2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Supplemental A. Acquire and implement ELD curriculum, this includes professional training for new teachers on Study Sync. B. Professional development in Multi-Tier System of Supports (MTSS), a framework that provides targeted support to struggling students in various areas such as academic growth and achievement, behavior, social and emotional needs (RTI and PBIS). C. After hour interventions to support learning, this includes after-school tutoring and Saturday for Success School. D. ELA and Math Supplemental Support through MyOn, Fast ForWord (ELA) and ST Math (math) E. Accelerated Reader, provides internal assessment to measure student growth	Supplemental A, B, C, D, E – Continue, pricing updated	Supplemental A. After-Hour Intervention is made available to all students: Office Hours, ASES Academic Support, and Saturday School B. Cloud Based Programs to Support and Enrichment academics for Math and ELA: MyOn, ST Math, GradeSlam C. Systematic improvements in the delivery of Tier 1 PBIS supports. Includes: Restructure of Advisory, Addition of Learning Zone for targeted intervention, Development of Schoolwide and Classroom Expectation Matrix

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Pg 34

Year	2017-18	2018-19	2019-20
Amount	A. Already incorporated through Goal 1 B. Already incorporated through Goal 1 C. $15,000 (Title 1) D. MyOn (14000) + ST Math (15370) + Fast ForWord (10500) = $25,870 (Title 1) E. $6,200 (AR) (Title 1)	A. Same as above B. Same as above C. $16,000 (Title 1) D. 14,000 + 6,435 + 31,675 = $52,110 (Title 1) E. $6,200 (Title 1)	$137,673 (Title 1)
Source	LCFF Base Title 1 (C, D, E)	LCFF Base Title 1	LCFF Base Title 1
Budget Reference	1000, 2000, 3000, 4000, 5000 Title 1	1000, 1300, 3000, 4100, 5863, 5835, 4340	1000, 1300, 3000, 4100, 5863, 5835, 4340

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified Goal

Goal 2

INNOVATION. All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

Priority 7: MSA Bell will provide programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

Priority 7: Students enrolled at MSA Bell grades 6th-8th will be taking "Advanced Math" courses or club.

Pg 35

Priority 7: Our graduates will receive a blended learning educational experience that engages and drivers the individual learning experience.

Priority 7: Students will create or demonstrate a STEAM focused project, experiment, model, or demo.

Identified Need:

Priority 7

1. Meeting the required services as outlined in the petition and approved by the authorizer, LAUSD.

2. Students are provided with resources to assist in academic progress.

3. Students develop skills that will enhance their learning experience to develop skills necessary to undertake challenges of the future.

4. Students experience the industry of STEAM through project based learning.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters.	100%	100%	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters.	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who	20%	19%	>20%	>20%

Pg 36

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
take the Accelerated and/or Advanced Math class and/or Advanced Math club.				
Percentage of our graduates will receive a blended learning educational experience in their program of study.	100%	100%	100%	100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo.	80%	80%	>80%	>80%

Planned Actions / Services

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: **Location(s):**

All Students   MSA Bell, All Schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services   2018-19 Actions/Services   2019-20 Actions/Services

Pg 37

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Base Program A. Provide the educational and academic opportunities the focus on STEAM, through equipment from STEAM training and other resources. B. Provide resources to access a safe and rich blended learning curriculum. This includes equipment necessary for accessing the Internet and monitoring. C. Provide Chromebooks to students entering the 6th grade in order to access content at home.	Base Program A, B, C – Continue B and C are subject to value in the market	A. Provide an educational program that allows students to enhance their learning experience through STEAM. B. Provide resources to access a safe and rich blended learning curriculum. This includes equipment necessary for accessing the Internet and monitoring. C. Provide access to technology that extends beyond the school walls. (Ex. Chromebooks for 6th grade)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. 5,000 (STEAM Train) + 10,000 (Wonder Media) = $15,000 B. 3,000 (JAMF) + 26,500 (Firewall) + 55,000 (Internet) = $84,500 C. $60,000	$175,279.00	$52,279 (4000s & 5000s)
Source	LCFF Base	LCFF Base Title 1 CZI Grant	LCFF Base Title 1 CZI Grant
Budget Reference	4000, 5000	4710, 4310, 4326, 4335, 5800	4710, 4310, 4326, 4335, 5800

Commented [JH1]: @brock…How do I calculate future spending?

Commented [JH2]:

Pg 38

Planned Actions / Services

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
All Students, English Learners, Foster Youth, Low Income	LEA - wide	MSA Bell – all schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Supplemental Services A. Provide counseling services to work with English Language Learners, homeless, foster youth students and parents on both social/emotional needs to build the path for college and career readiness. B. Provide training and regular updates to all staff in trauma informed practices. C. Provide essentials nourishment for all students to successful function in the learning environment by providing breakfast and lunch, through LA Café (LAUSD) services.	Supplemental Services A, B, C – Continue	Supplemental Services A, B, C – Continue

Pg 39

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. $10,000 (CSUN, ENKI) (Title 1) B. Listed under Goal 1 C. $211,000	$400,000.00	$149,951 (4000s & 5000s)
Source	Title 1 LCFF Base	Title 1 LCFF Base	Title 1 LCFF Base
Budget Reference	4000, 5000	5610, 4720, 3010	5610, 4720, 3010

Commented [JH3]: @Brock….I will need guidance on this section.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified Goal

Goal 3

CONNECTION. All students, families, staff, and other stakeholders will feel a sense of community and connection.

State and/or Local Priorities addressed by this goal:

Priority 3: MSA Bell will hold quarterly School Site Council (SSC) meetings.

Priority 3: MSA Bell will hold quarterly English Learner Advisory Committee (ELAC) meetings.

Priority 3: MSA Bell will hold a minimum of 5 parent activities/events per year.

Pg 40

Priority 3: MSA Bell teachers will update SIS records daily/weekly.

Priority 3: MSA Bell will send a minimum of 4 progress reports to families.

Priority 3: MSA Bell students will be home-visited by school staff.

Priority 5: MSA Bell will maintain a high Average Daily Attendance (ADA).

Priority 5: MSA Bell will maintain a low chronic absenteeism rate.

Priority 5: MSA Bell will maintain a low middle school drop-out rate.

Priority 6: MSA Bell will maintain a low student suspension rate.

Priority 6: MSA Bell will maintain a low student expulsion rate.

Priority 6: MSA Bell will maintain high participation rates in the school experience surveys of students, families, and staff.

Priority 6: MSA Bell will maintain high approval rates in the school experience surveys of students, families, and staff.

Identified Need:

Priority 3:

1. It is essential to provide families with avenues to participate in the decision making for the learning community.

2. It is essential to provide families with opportunities to participate in their child's education. This is provided through meetings and family workshops.

Priority 5:

1. The state elements are essential to the success of every child, in order to ensure college and career readiness. Elements include regular school participation and attendance.

Priority 6:

1. It is essential to provide an environment that is safe for all children. This makes it conducive for a positive learning environment and will be measured through stakeholder surveys and decrease of student suspension and expulsion.

2. It is essential to create an environment that students feel connected with the learning community.

Pg 41

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	6	6	>4
Number of ELAC meetings per year	4	4	4	>4
Number of PTF meetings per year	5	12	10	>5
Number of activities/events for parent involvement per year	5	15	7	>5
Frequency of SIS record update	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to families per year.	4	4	4	4
Percentage of students who have been –visited by the staff per year	20%	20%	25%	>25%
ADA Rate	97%	98%	96%	>96%
Chronic	4.4%	4%	4%	<4%

Pg 42

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Absenteeism Rate				
Middle School Dropout Rate	0%	0%	0%	<1%
Student Suspension Rate	.1%	1%	1%	<1%
Student expulsion rate	0%	0%	0%	<1%
School experience survey participation rates	Students: 94% Families: 100% Staff: 100%	Students: 100% Families: 100% Staff: 100%	Students: 100% Families: 93% Staff: 100%	Students: >90% Families: >90% Staff: >90%
School experience survey average approval rates	Students: 83% Families: 96% Staff: 89%	Students: 80% Families: 90% Staff: 97%	Students: 71% Families: 94% Staff: 86%	Students: >80% Families: >90% Staff: >85%

Planned Actions / Services

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

All Students

MSA Bell, All Schools

Actions/Services

Pg 43

2017-18	2018-19	2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Base Program A. Provide various means to communicate strengths and concerns to the school leadership through Safe Schools Alert. B. Implement and train all staff members for the usage and transition new systems, such as Illuminate and Parent Square.	Base Program A, B – Continue	A. PBIS – develop strategy to encourage good behavior B. Continue to develop various methods of communication with all stakeholders C. Transition to installation of cloud services used on our campus (Illuminate, Parent Square, Summit Learning Platform) D. Restructure after-school program, Magnolia Scholar's Club, to better align with CASEL framework.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. $1,500.40 B. $8,000	$145,179.00	$147,737 (ASES and LCFF Base)
Source	LCFF Base	LCFF Base Title 1 ASES	LCFF Base ASES
Budget Reference	5000	1100, 3010, 5800, 4720, 5813	1100, 3010, 5800, 4720, 5813

Commented [JH4]: @Brock….Need support with this column

Pg 44

Planned Actions / Services

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
All Students, English Learners, Foster Youth, Low Income	LEA - wide	MSA Bell – all schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Supplemental Services A. In order to engage families and connected with all the academic aspects of our school, staff will conduct home visits. B. Family workshops will be created to support various aspects of adolescent and career/college readiness. C. Provide snacks and beverages for various family engagement educational meetings.	Supplemental Services A, B, C – Continue	Supplemental Services A, B, C – Continue

Budgeted Expenditures

Pg 45

Year	2017-18	2018-19	2019-20
Amount	A. $10,000 (Title 1) B. $18,000 (Parent College and Workshops) (Title 1) C. $5,000 (Title 1)	$30,000	$30,000 (LCFF Supplemental & Title 1)
Source	Title 1	LCFF Supplemental Title 1	LCFF Supplemental Title 1
Budget Reference	1000, 2000, 3000, 4000, 5000	1100, 3010, 4720	1100, 3010, 4720

Pg 46

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

$1,235,184

Percentage to Increase or Improve Services

32.70%

Commented [JH5]: @brock…I think this has to be adjusted

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

1. Through the PIR process, several changes were identified that can support our ELs. Such as the creation of expectation matrices, creation of a learning zone to support targeted intervention, restructure of teacher assignment for Homeroom, etc.

2. Progress to the installation of ELD instructional strategies through professional development by identifying instructional practices through external and internal data, provide 'push-in' support through the ELD Coordinator, and continually revisit the EL Master Plan.

3. Continue to expand opportunities for the professional development of our families by providing workshops and opportunities to engage in the school decision making the process.

4. Restructure Tier 1 academic and behavior supports to be more aligned with research from MTSS training. This will include the creation of behavior matrix, encouragement of expected behavior on campus, training of circles to build student skills for problem-solving, and trauma-informed instruction to develops social capital with all students.

Pg 47

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$1,194,514

33.10%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

1. MSA Bell will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bel will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

2. MSA Bell teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA Bell will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction/intervention. MSA Bell will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA Bell will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

3. All teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

4. During the day, MSA Bell will provide additional supports and interventions to all students, including ELs, during after school hours. MSA Bell strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Pg 48

5. MSA Bell will provide ongoing Family Training for all our families, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our families. MSA Bell will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

6. Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

7. Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA Bell uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level (trauma informed instruction).

8. MSA Bell staff will implement MTSS practices, this includes restorative practices and PBIS, to build positive communities and increase school connectedness. MSA Bell will provide academic supports and remediation, Life Skills courses, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. MSA Bell will ensure that staff participate in PD on MTSS practices. Staff is dedicated and training provided to monitor student behavior and social-emotional progress.

Pg 49

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,091,981	31.16%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

1. MSA Bell will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bel will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

2. MSA Bell teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA Bell will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction/intervention. MSA Bell will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA Bell will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

3. All teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

4. During the day, MSA Bell will provide additional supports and interventions to all students, including ELs, during after school hours. MSA Bell strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Pg 50

5. MSA Bell will provide ongoing Family Training for all our families, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our families. MSA Bell will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

6. Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

7. Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA Bell uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level (trauma informed instruction).

8. MSA Bell staff will implement MTSS practices, this includes restorative practices and PBIS, to build positive communities and increase school connectedness. MSA Bell will provide academic supports and remediation, Life Skills courses, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. MSA Bell will ensure that staff participate in PD on MTSS practices. Staff is dedicated and training provided to monitor student behavior and social-emotional progress.

Pg 51

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

> List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

> Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

> For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

> The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

> For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

> The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

> Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
   D. The English learner reclassification rate;
   E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;
   C. Middle school dropout rates;
   D. High school dropout rates; and
   E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;

B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-San Diego	Gokhan Serce, Principal	gserce@magnoliapublicschools.org (619) 644 1300

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

> Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA- San Diego serves around 400 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. Magnolia's mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others. MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, afterschool clubs, character education classes, field trips, community meetings, and much more. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-San Diego is supplemented by tutoring, after-school programs, and school-to-university links. Starting 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since the 2013-14 School year MSA-San Diego Robotics, Future City (Engineering) and Archery teams and School Band won first place at multiple state and local competitions. MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

> The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

> ➢ Parents' appreciation of being involved in the decision-making process and the need for continuous parent trainings via activities such as Coffee w/ Principal, PTF and LCAP meetings

- ➢ Although our overall proficiency went down in Math and ELA our school still had high scores in Navajo Community and high scores compared to all charters in city of San Diego. There is a need to continue our improvements in designated/integrated English Learner services

- ➢ We improve the sense of safety of stakeholders through facility improvements such as installing blinds and re-keying the doors, through parent and student safety awareness/roundtable meetings and in addition to yearly safety training providing an in person active shooter training for all staff through SDCOE

- ➢ Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs

- ➢ Providing positive behavior intervention support services to our students through well-established Restorative Practices system.

- ➢ Continue using teacher evaluation system 'TeachBoost'

- ➢ Reduce chronic absenteeism to under 5%

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

- ➢ We are implementing Restorative Practices to improve school culture and provided many professional developments for our staff and teacher leaders.

- ➢ Trained all admin team and teacher leaders in MTSS through MTSS grant.

- ➢ MSA-San Diego's overall performance in State testing based on California School Dashboard is all green, and based on new results we are expecting to see a change to a blue.

- ➢ MSA-San Diego showed significant growth in state test in both Math and English for English Learners

- ➢ Our school outperformed most of the charter middle schools in city of San Diego and many of the middle schools in Navajo community.

- ➢ MSA-San Diego established partnership with the local community college to host Future City competition and community events like San Diego STEAM Expo.

- ➢ MSA-San Diego provided opportunities for students to showcase their achievements in STEAM fields. Some of the opportunities are:

1-Seaperch underwater robotics team made it to international Finals

2-Our FLL Robotics team won the 2nd place in LEGOLAND at SoCal competition.

3-Our Archery team won San Diego 2nd place, State 4th place and National 5th place at the Olympic Archery in Middle Schools competitions throughout the year.

4-MSA-San Diego cohosted 6th annual San Diego STEAM Expo with Grossmont College

5- Participated San Diego Festival of Science and Engineering with over 80 students. Over 7,000 visitors visited Magnolia booths.

- ➢ The level of parent participation for school events increased significantly.

- ➢ MSA-San Diego PTF established their bylaws and had their second election with the new bylaws.

- ➢ The home visit numbers and MSA-San Diego exceeded its target.

- ➢ New site construction finished and we installed artificial turf to our field.

> ➢ MSA-San Diego hosted, organized or participated in over 40 school and community events throughout the school year.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

> ➢ Increase academic achievement in the area of math and ELA for all student groups in CAASPP.
>
> ➢ Recruiting and retaining highly qualified teachers
>
> ➢ Continual refinement of intervention programs to assist in closing the achievement gap for all student groups.
>
> ➢ Empowering students to be school wide student leaders in the establishment of school culture with a new school culture model.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

> ➢ Both in math and ELA, the following student groups have the highest needs: Students with Disabilities , Socioeconomically Disadvantaged students, Hispanic, and English Learners. MSA-San Diego will continue to provide additional support for the high need student groups

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Pg 3

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8): 2018-19 Expected:	2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19.

Expected		Actual

Expected	
All Students:	2 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	2 percentage points up from the prior year

Actual

2017-18 (Baseline):

All Students:	61%
English Learners:	6%
Socioeconomically Disadvantaged:	41%
Students with Disabilities:	22%
Hispanic:	47%
White:	68%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	2 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-	2018-19 SBAC data is not available at this time. The following

Pg 6

Expected	Actual

| ELA/Literacy assessments (Grades 3-8) will be: | tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19. |

ELA/Literacy assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	2 points up from the prior year
English Learners:	2 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	2 points up from the prior year

tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	22.4 points above standard
English Learners:	12.7 points below standard
Socioeconomically Disadvantaged:	10.7 points below standard
Students with Disabilities:	52.8 points below standard
Hispanic:	0.7 points below standard
White:	32.5 points above standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8):	2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the

Pg 7

	Expected		Actual

Expected

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Actual

CAASPP-Mathematics assessments and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	52%
English Learners:	11%
Socioeconomically Disadvantaged:	30%
Students with Disabilities:	27%
Hispanic:	43%
White:	58%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year

Pg 8

Expected	Actual

	White:	2 percentage points up from the prior year

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	8.5 points above standard
English Learners:	24.6 points below standard
Socioeconomically Disadvantaged:	35.7 points below standard
Students with Disabilities:	61 points below standard
Hispanic:	17.9 points below standard
White:	20.2 points above standard

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	2 points up from the prior year

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Hispanic:	3 points up from the prior year

Pg 9

	Expected		Actual
		White:	2 points up from the prior year

Expected	Actual
Percentage of EL students making annual progress in learning English as measured by the ELPAC: 2 percentage points up from the prior year	2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs. 2017-18 (Baseline): Level 4 - Well Developed — 42.1% Level 3 - Moderately Developed — 26.3% Level 2 - Somewhat Developed — 21.1% Level 1 – Beginning Stage — 10.5%

Expected	Actual	
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually:5 percentage points up from the prior year	2017-18 (Baseline)	26%
	2018-19 (Projected)	5 percentage points up from the prior year

Expected	Actual	
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 91%	2017-18 (Baseline)	90%
	2018-19 (End of second semester Projected)	1 percentage points up from the prior year

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Pg 10

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported four of our teachers for their credentialing needs. We are compliant with teacher assignments.	$6,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base) : $4,500 BTSA Mentor Stipend (1000)(Base);	$8,000 BTSA expenses (5000)(Base); $4,500 BTSA Mentor Stipend (1000)(Base);

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	"$11,000 Books (4100-4200); $74,000 Supplies, materials (4300), $35,000 Equipment (4400)"	"$11,000 Books (4100-4200); $74,000 Supplies, materials (4300), $35,000 Equipment (4400)"

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$56,650.00 5500 Operations and House Keeping, $30,000.00 5615 Maintenance,	$56,650.00 5500 Operations and House Keeping, $30,000.00 5615 Maintenance,

Pg 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		$56,000,00 2900, 3000 Custodian salary & benefits	$56,000,00 2900, 3000 Custodian salary & benefits

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$28,000Professional Development (5800); $2,000 TeachBoost fees (5000)	$28,000Professional Development (5800); $2,000 TeachBoost fees (5000)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$40,000 EL Support staff salary (1000)(S&C); $12,000 Benefits (3000)(S&C); 2,000 EL supplemental materials (4000)(Title I)	$40,000 EL support staff salary (1000)(S&C); $12,000 Benefits (3000)(S&C); 2,000 EL supplemental materials (4000)(Title I)

Pg 12

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$33,000 Intervention teacher salaries (1000)(Title I);$10,000 benefits	$33,000 Intervention teacher salaries (1000)(Title I);$10,000 benefits

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Pg 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$20,000 After school tutoring (1000)	$20,000 After school tutoring (1000)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	$87,000 deans of academics salary (1000)(Base); $30,000Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$87,000 deans of academics salary (1000)(Base); $30,000Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Pg 14

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Although students' SBAC math and ELA proficiency rates decreased , the decrease is mostly due to student body change as a result of facility change announcement. When the cohort data is analyzed most of the returning student showed growth. As a result of that LCAP committee decided not to modify the goals. Our staff participated in variety of CCSS PDs. Our staff continued to meet weekly to discuss student data and they seek ways to support our students in classroom and afterschool. SBAC,CELDT/ELPAC and MAP data are used to identify struggling students and them students are provided intervention services. Targeted interventions include small group instruction and after school tutoring. This year our Math and English teachers continued to administer Interim Assessment Blocks (IABs) to measure skill mastery. They used this data to support students after school. Based on IAB results our students show significant growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 20%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 24%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 100%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 100%

Pg 16

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: Spanish, Mandarin, Robotics and Engineering, Band, Graphic Design and Art, , etc.	$1,700,000 Teacher salaries (1000)(Base); $620,000 Benefits (3000)(Base); ; $50,000 Field trip expenses (5000)(Donations)	$1,700,000 Teacher salaries (1000)(Base); $620,000 Benefits (3000)(Base); ; $50,000 Field trip expenses (5000)(Donations)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	$188,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $53,000 Benefits (3000)(Base)	$188,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $53,000 Benefits (3000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or	We offer Accelerated and Advanced Math	$52,000	$52,000

Pg 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Advanced Math class and/or Advanced Math club to students in grades 6-8.	classes and Advanced Math club to students in grades 6-8.	Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 70 Chromebooks. Our teachers have participated in PD on Blended Learning.	$73,000 1 IT staff salary (2000)(Base); $20,000 Benefits (3000)(Base); $30,000 Computers; $25,000 Technology expenses	$73,000 1 IT staff salary (2000)(Base); $20,000 Benefits (3000)(Base); $30,000 Computers; $25,000 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo, San Diego STEAM EXPO, San Diego Festival of Science and Engineering at PETCO Park and county-	$6,000 Science materials (4000)(Base), $4,500 Academic competitions, steam expo expenses (5000) Base	$6,000 Science materials (4000)(Base), $4,500 Academic competitions, steam expo expenses (5000) Base

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	wide activities as well.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide blended learning in all core classes; we offer Accelerated and honors Math and Robotics and Engineering, Graphic Design and Art classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo at variety of events throughout the year which take place at school, in the county or state level. Some examples are: Magnolia-wide STEAM expo, San Diego STEAM EXPO, San Diego Festival of Science and Engineering at PETCO Park, Holiday STEAM Expo, San Diego makers fair, LEGOLAND statewide robotics competitions, SeaPerch Competition and Futurecity state wide competitions, etc.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. In addition to providing state of the art STEAM education our school provides different opportunities for students to showcase and compete in STEAM areas. Here are some of the STEAM events that our students participated: California STEM Symposium, San Diego Makers Faire, Mini Makers fairs at Barnes and Noble multiple times during the year, San Diego Festival of Science and Engineering for 5th consecutive year and MPS STEAM Expo. Also we hosted the 5th San Diego STEAM Expo in partnership with Grossmont College. Robotics, engineering, archery and band are our signature programs. Our students won the 2nd place at FLL competitions in Southern California.

Pg 19

At the engineering competition, SeaPerch, our students won the regional championship and participated at international finals. Finally our Archery team won San Diego 2nd Place, State 4th place and National 5th place.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected measurable outcomes, actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 20

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Number of SSC meetings per year: 4	Current: 3 By the end of 2018-19 (Planned): 4
Number of PTF meetings per year: 4	Current: 4 By the end of 2019-19 (Planned): 4
Number of activities/events for parent involvement per year: 5	Current: 8 By the end of 2018-19 (Planned): 8
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly.
Number of progress reports sent to parents per year: 4	4

Percentage of students who have been home-visited by the teachers per year: 15%	2017-18 (Baseline)	16%
	2018-19 (Current)	17%
	2018-19 (End of year Planned)	17%

ADA rate: 97%	2017-18 (Baseline)	95.63%
	2018-19 (Current)	95.85%
	2018-19 (End of year	95.85%

Pg 21

	Expected		Actual
		Planned)	
Chronic absenteeism rate: 7%		2017-18 (Baseline)	9.8%
		2018-19 (Current)	7%
		2018-19 (End of year Planned)	8%
Middle school dropout rate: 0%		2017-18 (Baseline)	0%
		2018-19 (Current)	0%
		2018-19 (End of year Planned)	0%
Student suspension rate: 1%		2017-18 (Baseline)	2.6%
		2018-19 (Current)	2%
		2018-19 (End of year Planned)	2.5%
Student expulsion rate: 0%		2017-18 (Baseline)	0%
		2018-19 (Current)	0%
		2018-19 (End of year Planned)	0%

School experience survey participation rates will be:

Students:	85%
Families:	55%
Staff:	85%

School experience survey participation rates are:

Students:	89.2%
Families:	55.4%
Staff:	88.2%

Pg 22

Expected	
School experience survey average approval rates will be:	
Students:	70%
Families:	95%
Staff:	85%

Actual	
School experience survey average approval rates are:	
Students:	53%
Families:	95%
Staff:	85%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, and PTF meetings.	We hold 3 SSC, and 4 PTF meetings to seek parent input in making decisions for the school.	$1,000 Parent meeting expenses (4000)(S&C)	$1,000 Parent meeting expenses (4000)(S&C)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, facility transition meetings, safety round table meetings and parent conferences.	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	$76,000 Dean of Culture salary (1000)(S&C); $22,000 Benefits (3000)(S&C);	$76,000 Dean of Culture salary (1000)(S&C); $22,000 Benefits (3000)(S&C);

Pg 24

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$85,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $18,000 Benefits (3000)(Base); $1,500 School Messenger notification program	$85,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $18,000 Benefits (3000)(Base); $1,500 School Messenger notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$85,000 1 Dean of Students (1000)(Base); $24,000 Benefits (3000)(Base)	$85,000 1 Dean of Students (1000)(Base); $24,000 Benefits (3000)(Base)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships,	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Pg 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
atmosphere of trust, respect, and high expectations.	and helped create an atmosphere of trust, respect, and high expectations.		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held three SSC and 4 PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Pg 26

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The two areas that we will focus next year will be ADA and student approval rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent workshops. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 27

Stakeholder Engagement

LCAP Year: **2019–20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-San Diego has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

 The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include 4 PTF meetings, 3 SSC meetings, at least 10 parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 66 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Pg 28

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

➢ Expanding after school tutoring and athletic teams and summer school opportunities

➢ Providing counseling and behavior support services to our students

➢ Improving teacher observation and evaluation systems and keeping effective teachers

➢ Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom

➢ Expanding STEAM-based programs and activities

➢ Improving student restrooms

➢ Providing cabinets for classrooms

➢ Other input includes improving school facilities and the lunch program.

Pg 29

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8
Local Priorities: N/A

Identified Need:

Priority 1:

    To ensure teachers are appropriately assigned and fully credentialed

    To ensure students have sufficient access to standards-aligned instructional materials

    To ensure school facilities are maintained in good repair

Priority 2:

    To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

    To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

To ensure EL students make annual progress in learning English

To ensure our students are college/career ready

Priority 8:

To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of state standards implementation for all students	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good	90%	90%	90%	90%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
standing				
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	2016-17 (Baseline): All Students: 68% English Learners: 46% Socioeconomically Disadvantaged: 54% Students with Disabilities: 23% Hispanic: 61% White: 71%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities:3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners:3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 2 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 30.9 points above standard English Learners: 31.3 points below standard	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year	2018-19 (Expected): All Students: 2 points up from the prior year English Learners: 2 points up from the prior year	2019-20 (Expected): All Students: 2 points up from the prior year English Learners: 2 points up from the prior year

Pg 32

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Socioeconomically Disadvantaged: 4.1 points below standard Students with Disabilities: 63.2 points below standard Hispanic: 18 points above standard White: 36.7 points above standard	Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 2 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 2 points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): All Students: 59% English Learners: 23% Socioeconomically Disadvantaged: 42% Students with Disabilities: 25% Hispanic: 47% White: 65%	2017-18 (Expected): All Students: 3 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year

Pg 33

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 26.7 points above standard / English Learners: 25.1 points below standard / Socioeconomically Disadvantaged: 12.1 points below standard / Students with Disabilities: 67 points below standard / Hispanic: 0.8 points above standard / White: 40.8 points above standard	2017-18 (Expected): All Students: 3 points up from the prior year / English Learners: 3 points up from the prior year / Socioeconomically Disadvantaged: 3 points up from the prior year / Students with Disabilities: 3 points up from the prior year / Hispanic: 2 points up from the prior year / White: 2 points up from the prior year	2018-19 (Expected): All Students: 2 points up from the prior year / English Learners: 3 points up from the prior year / Socioeconomically Disadvantaged: 2 points up from the prior year / Students with Disabilities: 3 points up from the prior year / Hispanic: 2 points up from the prior year / White: 2 points up from the prior year	2019-20 (Expected): All Students: 2 points up from the prior year / English Learners: 3 points up from the prior year / Socioeconomically Disadvantaged: 2 points up from the prior year / Students with Disabilities: 3 points up from the prior year / Hispanic: 2 points up from the prior year / White: 2 points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the ELPAC	77%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of ELs reclassified to	16%	10 percentage point up from the prior year	5 percentage point up from the prior year	5 percentage point up from the prior year

Pg 34

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Fluent English Proficient (RFEP) annually				
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	90%	4 percentage point up from the prior year	1 percentage point up from the prior year	1 percentage point up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg 35

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	**$13,500**	**$13,500**	**$13,500**
Source	Base	Base	Base
Budget Reference	$8,500 BTSA expenses (5000)(Base); $5,000 EL authorization expenses	$6,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses	$4,000 BTSA expenses (5000)(Base) $3000 BTSA Mentor Stipend

Pg 36

Year	2017-18	2018-19	2019-20
	(5000)(Base)	(5000)(Base) : $4,500 BTSA Mentor Stipend (1000)(Base);	(1000)(Base);

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| **Location(s):** |
| (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |

Students to be Served	Location(s)
All	All Schools

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Pg 37

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$120,000	$56,000
Source	Base	Base	Base
Budget Reference	"$10,000 Books (4100-4200); $55,000 Supplies, materials (4300), $20,000 Equipment (4400)"	"$11,000 Books (4100-4200); $74,000 Supplies, materials (4300), $35,000 Equipment (4400)"	"$10,000 Books (4100-4200); $19,000 Supplies, materials (4300), $27,000 Equipment (4400)"

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$120,450	$142,650	$129,861
Source	Base	Base	Base
Budget	$55,000.00 5500 Operations and House Keeping,	$56,650.00 5500 Operations and House Keeping,	$68000, 5000 Operations and House Keeping,Maintenance,

Pg 39

Year	2017-18	2018-19	2019-20
Reference	$15,450.00 5615 Maintenance, $50,000,00 2900, 3000 Custodian salary & benefits	$30,000.00 5615 Maintenance, $56,000,00 2900, 3000 Custodian salary & benefits	$38,551 (3000) 23,310 (2200)Custodian salary & benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

Pg 40

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$29,500	$30,000	$5,800
Source	Base	Base	Base
Budget Reference	$27,000Professional Development (5800); $2,000 TeachBoost fees (5000)	$28,000Professional Development (5800); $2,000 TeachBoost fees (5000)	$5,000Professional Development (5800); $1,800 TeachBoost fees (5000)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

Pg 41

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Pg 42

Year	2017-18	2018-19	2019-20
Amount	$42,000	$54,000	$27,800
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	$30,000 EL support staff salary (1000)(S&C); $10,000 Benefits (3000)(S&C); 2,000 EL supplemental materials (4000)(Title I)	$40,000 EL Support staff salary (1000)(S&C); $12,000 Benefits (3000)(S&C); 2,000 EL supplemental materials (4000)(Title I)	$19,400 EL Coordinator salary (2000)(S&C); $8,400 Benefits (3000)(S&C)

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Pg 43

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$4,000	$5,000

Pg 44

Year	2017-18	2018-19	2019-20
Source	S&C	S&C	S&C
Budget Reference	$3,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)	$5,000 Professional Development (5800);Duplicate expense

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Pg 45

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000	$43,000	$30,000
Source	S&C	S&C	S&C
Budget Reference	$30,000 Intervention teacher salaries (1000)(Title I);$10,000 benefits	$33,000 Intervention teacher salaries (1000)(Title I);$10,000 benefits	$30,000 Intervention teacher salaries (1100)

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg 46

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,000	$20,000	$20,000
Source	S&C	S&C	S&C
Budget Reference	$12,000 After school tutoring (1000)	$20,000 After school tutoring (1000)	$20,000 After school tutoring (1100)

Pg 47

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served:	Location(s):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	See description for 2017-18	See description for 2017-18

Pg 48

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$120,000	$129,500	$124,400
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	$80,000 deans of academics salary (1000)(Base); $27,500 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$87,000 deans of academics salary (1000)(Base); $30,000Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$87,000 deans of academics salary (1000)(Base); $26,400 Benefits (3000)(Base); $5,600 Illuminate SIS & DnA (5000)(Base); $5,400 MAP testing fees (5000)(Title I)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Pg 49

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

   To increase student access to a broad course of study

   To offer innovative courses and programs

Priority 8:

   To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for	100%	100%	100%	100%

Pg 50

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
elective courses and programs, master school schedule, and class rosters				
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club	20%	24%	20%	20%

Pg 51

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Pg 52

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,885,000	$2,370,000	$1,450,000

Pg 53

Year	2017-18	2018-19	2019-20
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	$1,440,000 Teacher salaries (1000)(Base); $400,000 Benefits (3000)(Base); ; $45,000 Field trip expenses (5000)(Donations)	$1,700,000 Teacher salaries (1000)(Base); $620,000 Benefits (3000)(Base); ; $50,000 Field trip expenses (5000)(Donations)	$1,027,000 Teacher salaries (1000)(Base); $387,000 Benefits (3000)(Base); ; $36,000 Field trip expenses (5000)(Donations)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 54

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$230,000	$241,000	$137,140
Source	Base	Base	Base
Budget Reference	$180,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $50,000 Benefits (3000)(Base)	$188,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); $53,000 Benefits (3000)(Base)	$103,000 1 Principal and 1 Dean of Academics (Dean salary is included in another goal) (1000)(Base); $34,140 Benefits (3000)(Base)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 55

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$46,000	$52,000	$55,000

Pg 56

Year	2017-18	2018-19	2019-20
Source	Base	Base	Base
Budget Reference	$46,000 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$52,000 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$55,000 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 57

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$142,000	$145,000	$147,000
Source	Base	Base	Base
Budget Reference	$71,000 1 IT staff salary (2000)(Base); $20,000 Benefits (3000)(Base); $6,000 Computers; $45,000 Technology expenses	$73,000 1 IT staff salary (2000)(Base); $20,000 Benefits (3000)(Base); $30,000 Computers; $25,000 Technology expenses	$77,500 1 IT staff salary (2000)(Base); $28,800 Benefits (3000)(Base);

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 58

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Pg 59

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,500	$10,500	$10,500
Source	Base	Base	Base
Budget Reference	$6,000 Science materials (4000)(Base), $4,500 Academic competitions, steam expo expenses (5000) Base	$6,000 Science materials (4000)(Base), $4,500 Academic competitions, steam expo expenses (5000) Base	$6,000 Science materials (4000)(Base), $4,500 Academic competitions, steam expo expenses (5000) Base

Pg 60

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

    To seek parent input in making decisions for the Charter School

    To promote parental participation in programs

Priority 5:

    To increase student attendance

    To avoid chronic absenteeism

    To avoid middle school dropout

Priority 6:

    To avoid student suspension

    To avoid student expulsion

    To increase the sense of safety and school connectedness

Pg 61

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	3	4	4	4
Number of PTF meetings per year	8	8	4	4
Number of activities/events for parent involvement per year	5	5	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	12%	12%	15%	15%
ADA rate	96.3%	97%	97%	96.5%
Chronic absenteeism rate	5%	4%	7%	7%
Middle school dropout rate	0%	0%	0%	0%

Pg 62

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student suspension rate	1%	1%	1%	1%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 94% Families: 32% Staff:84%	Students: 85% Families: 55% Staff: 85%	Students: 85% Families: 55% Staff: 85%	Students: 85% Families: 55% Staff: 85%
School experience survey average approval rates	Students: 67% Families: 96% Staff: 72%	Students: 85% Families: 95% Staff: 85%	Students: 70% Families: 95% Staff: 85%	Students: 60% Families: 95% Staff: 85%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg 63

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,000	$1,000
Source	S&C	S&C	S&C
Budget Reference	$1,000 Parent meeting expenses (5000)(S&C)	$1,000 Parent meeting expenses (4000)(S&C)	$1,000 Parent meeting expenses (4000)(S&C)

Pg 64

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Pg 65

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Base	Base	Base
Budget Reference	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 66

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,500	$6,500	$5,400
Source	Base	Base	Base
Budget Reference	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$5,400 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 67

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Pg 68

Year	2017-18	2018-19	2019-20
Amount	$5,000	$10,000	$10,000
Source	Title I	Title I	Title I
Budget Reference	$5,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Pg 69

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$98,000	$112,000
Source	S&C	S&C	S&C
Budget Reference	$70,000 Dean of Culture salary (1000)(S&C); $20,000 Benefits (3000)(S&C);	$76,000 Dean of Culture salary (1000)(S&C); $22,000 Benefits (3000)(S&C);	$83,000 Dean of Culture salary (1000)(S&C); $29,000 Benefits (3000)(S&C);

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 70

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$91,500	$104,500	$123,100

Pg 71

Year	2017-18	2018-19	2019-20
Source	Base	Base	Base
Budget Reference	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 School Messenger notification program	$85,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $18,000 Benefits (3000)(Base); $1,500 School Messenger notification program	$88,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $33,600 Benefits (3000)(Base); $1,500 School Messenger notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Pg 72

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$109,000	$110,380
Source	Base	Base	Base
Budget Reference	$70,000 1 Dean of Students (1000)(Base); $20,000 Benefits (3000)(Base)	$85,000 1 Dean of Students (1000)(Base); $24,000 Benefits (3000)(Base)	$89,000 1 Dean of Students (1000)(Base); $21,380 Benefits (3000)(Base)

Action   8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 73

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 74

Year	2017-18	2018-19	2019-20
Amount	$2,000	$3,000	$2,800
Source	Base	Base	Base
Budget Reference	$2,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$2,800 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 75

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$1,500
Source	Base	Base	Base
Budget Reference	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)	$1,500 Panorama Education surveys (5000)(Base)

Pg 76

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 197,031	5.53 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, and PTF meetings are some of the venues we will provide training to our parents. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students , Dean of Culture and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 78

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 161,720	4.90 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

    Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

    Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

    ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

    During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Pg 79

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, and PTF meetings are some of the venues we will provide training to our parents. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students , Dean of Culture and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$ 131,351

4.24 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

Pg 81

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, and PTF meetings and parent workshops are some of the venues we will provide training to our parents. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

Pg 82

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

> An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

  For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;

B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

   (A) enrolled less than 31 days

   (B) enrolled at least 31 days but did not attend at least one day

   (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

      (i) are enrolled in a Non-Public School

      (ii) receive instruction through a home or hospital instructional setting

      (iii) are attending a community college full-time.

   (2) The number of students who meet the enrollment requirements.

   (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

   (1) For a 4-Year Cohort Graduation Rate:

   (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

   (B) The total number of students in the cohort.

   (C) Divide (1) by (2).

   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

   (A) The number of students who either graduated as grade 11 students or who earned any of the following:

      (i) a regular high school diploma

      (ii) a High School Equivalency Certificate

      (iii) an adult education diploma

      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

   (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Santa Ana	Varol Gurler, Principal	vgurler@magnoliapublicschools.org (714) 479-0115

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of our society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational, and financial stability

Magnolia Science Academy Santa Ana (MSA-SA)

Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is authorized and monitored by the State Board of Education. MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM education in a safe environment that cultivates respect for self and others. MSA-SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong core knowledge presented in ways that are relevant and inspiring for our students. Tutoring, morning intervention, after-school program, Saturday Academy, and school-to-university partnerships (e.g. dual enrollment partnerships with local community colleges) supplement classroom instruction at MSA-SA. MSA-SA creates a supportive and caring environment with small class sizes and strong student-parent-teacher communication, and improves students' knowledge and skills in core subjects, thereby increasing their 21st century skills

as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

In 2018-19 academic year, Magnolia Science Academy-Santa Ana continued its third school year in our new campus at 2840 West 1st Street, Santa Ana. The new facility was funded by the State of California Prop 1D funding. The new building has 34 classrooms with state of the art science and computer labs, library and learning centers. Phase II construction is completed and includes a gym, playgrounds and an outside cafeteria to serve several functions. MSA-SA has adopted McGraw-Hill digital and in print curriculum across all four core subjects (Math, History, Science, and English). We have a 1:1 technology to student ratio and all classrooms with state of the art technology.

In March 2019, The State Board of Education(SBE) renewed Magnolia Science Academy-Santa Ana for 5 years.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

MSA-SA has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Our Pillars: **Excellence, Innovation and Connection (EIC)** guide our action plan. MSA-SA wants to continue to work towards promoting and developing academic excellence for all of our students. This year we focused on ten school goals in which incorporated academic, MTSS, and college going culture, such as all student groups will show a three-point growth on the CAASPP ELA and Math assessments. We will develop, align, and improve academic and behavioral resources, programs, supports, and services and address the needs of the whole child by utilizing a coherent MTSS framework. An additional goal is a 100% four year graduation rate and a 100% UC/CSU A-G course completion rate.

MSA-SA LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones.

Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Keeping affective teachers and improving teacher observation and evaluation systems
- School Site Council (SSC) involvement and engagement in the LCAP and school decisions

Pg 2

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

According to the Fall 2018 California accountability dashboard data, we continue to have a very low suspension rate and 92% graduation rate as part of our Positive Behavior Interventions and Supports (PBIS). Additionally, we have many embedded Positive Behavior Interventions and Supports (PBIS) in our school system to ensure that our Tier I interventions are effective and create a positive, safe and enriching school environment. We attribute our high graduation rate to high parental involvement through Parent College, our School Site Council, Parent Task Force, and English Learner Advisory Committee (ELAC) and after school workshops. During the Parent College events, parents and students receive education pertaining to the A-G requirements, which are aligned to our graduation requirements and for 4-year colleges. All students have four-year plan and meet once a year with our college counselor. MSA-SA continues to have a high acceptance rate to four-year universities. Our seniors gain admission to a variety of colleges across the nation (e.g. UC Berkeley, UCI, Cornell, USC, CSUF etc.). The 2018-19 year was a year in which we developed targeted intervention groups both academically and behaviorally appropriate to address the specific needs of our students. With the growth in enrollment and expansion, we have been making some adjustments, however, we were able to replicate a lot of the programs that have successfully supported our students throughout the years.

We continued to use internal data to measure growth throughout the year (NWEA MAPs and SBAC IABs). The effectiveness of intervention programs during school and afterschool has increased this year. Our Deans of Academics work diligently to update and analyze student performance with MAP, IAB, and SBAC prep. Staff utilizes our student data/ growth to drive the instruction as well as formulate intervention grouping. Lastly, reviewing our staff, parent, and student surveys through Panorama allows for an open dialog among all stakeholders so that our action plans continue to allow us to reach our greatest potential and foster a community of lifelong learners.

According to the state CAASSP data that reflects our student growth in the change over time data distribution of students meeting and exceeding standards in English Language Arts Literacy from 2015 through the 2018 academic school years in grades third through eighth as shown in the table below:

Pg 3

Reading Lexile Increased in all grade levels (except for 4th grade). We are in our second year reading program this year, MyOn that is used in elementary classrooms, during Sustained Silent Reading (SSR) in Middle School, and during Advisory for grades 9-10th.

According to our 2017-18 Dashboard data, the English Learner Progress shows that 73.5% of our English Learners made progress in 2018.

Our school continues to stay true to our mission to prepare our students for higher education, as such, we are proud to report that we will have another year with a goal of 100% graduation rate and 100% college pathway with our students.

Here is a summary of what our stakeholders "like the most about our school

"WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(2018-19 Panorama Survey Results).**

Students: Students in Elementary like their teachers and all the STEAM related activities that take place in their school. Students in Secondary also like their teachers and their college culture services. The student enjoys their AP. Additionally, students in secondary like having small class size, the friends that they've made and the pizza hut they get for lunch once a month!

Family: Similar to our students, our families like the teachers and the college readiness program that we offer to students. The parents also like the "family feel" environment, the student information system that facilitates communication. Additionally, the parents like having a K-12 school model in order to drop off all of their school aged students in once location.

Staff: The staff enjoys working with each other and really enjoys their colleagues. Staff feels that their colleagues are professional, supportive; collaborative and that everyone genuinely wants to improve the school.

Overall our school experience rate increased by 24% for our staff members.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has

Pg 4

determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Our socioeconomically disadvantaged and Hispanic populations are our greatest need. This has become our focus area specifically for third through eighth grade students. Intervention groups were formed at the beginning of the year by using the SBAC Spring 2018 results and our internal MAP data. Our students took our internal MAP assessment (NWEA) in the fall. Our Spring MAP assessment was administered at the end of May, to measure growth.

Such targeted interventions groups include Study Skills for our SPED students (Tier III), our Power English/Math course for Tier II students, our SSR Math/Writing group for Tier II students, and our Designated and Integrated ELD courses and additional supports for English Learner student population. Our elementary intervention grouping is based on the Spring SBAC and Fall. We grouped our ELA and Math interventions in the afternoon and after school focusing on our Tier II students, students at the CAASPP standards nearly met and not met as well as our Tier III students who are struggling in English Language Arts and Mathematics. These interventions are revisited quarterly and changes are made depending on student progress. Students are identified for the SSPT process based on intervention and classroom assessment and progress.

We continue to provide social emotional support for our students. This year we received an MTSS grant which allowed us to partnered with Western Youth Services so that our families can have access to free/affordable counseling and Help Me Grow for elementary students. Our goal is for these partnerships. Curriculum and

We conducted our annual panorama surveys and reflected on what our stakeholders believe is our greatest areas of need.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

Students: The Elementary students like least the food and not having enough area to play or a permanent playground. The students also reported that there are mean comments/name calling/bad words happening in school. The Secondary students strongly dislike the school food, the crowded hallways, the restrictions to bathroom usage and having multiple PE teachers this year.

Families: Our parents have concerns about our limited parking space and the drop off/pick up system in place.

Staff: Our staff indicated that student discipline isn't consistently being enforced and that the number of student behavior issues hasn't decreased.

Pg 5

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Our students are coming from different curriculum backgrounds. Our goal is to close this performance gap to ensure their ready and successful for the next grade level.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%	Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%	Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
Percentage of items on facility inspection checklists in compliance/good standing: 90%	Percentage of items on facility inspection checklists in compliance/good standing: 90%
Percentage of state standards implementation for all students: 100%	Percentage of state standards implementation for all students: 100%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8):	2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2018-19.

| Expected | Actual |

Expected

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	5 percentage points up from the prior year
African American:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

Actual

2017-18 (Baseline):

All Students:	47%
English Learners:	3%
Socioeconomically Disadvantaged:	44%
Students with Disabilities:	7%
Homeless:	50%
Hispanic:	43%
White:	74%

2018-19 (Projected):

All Students:	3 percentage points up from the prior year
English Learners:	3 percentage points up from the prior year
Socioeconomically Disadvantaged:	3 percentage points up from the prior year
Students with Disabilities:	3 percentage points up from the prior year
Homeless:	3 percentage points up from the prior year
Hispanic:	3 percentage points up from the prior year
White:	3 percentage points up from the prior year

Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) will be:

2018-19 Expected:

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-ELA/Literacy assessments and projected change in 2018-19.

Pg 8

	Expected		Actual

Expected		Actual

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	3 points up from the prior year
African American:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

2017-18 (Baseline):

All Students:	20 points below standard
English Learners:	46.2 points below standard
Socioeconomically Disadvantaged:	29 points below standard
Students with Disabilities:	102.5 points below standard
Homeless:	51 points below standard
Hispanic:	30.7 points below standard
White:	52.2 points below standard

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Reading assessment will be (Grades 3-10):	2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Reading assessment and projected increase

Pg 9

	Expected		Actual

Expected

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Actual

in 2018-19.

2017-18 (Baseline):

All Students:	47.5%
English Learners:	40.14%
Socioeconomically Disadvantaged:	45.54%
Students with Disabilities:	8%
Homeless:	NA
Hispanic:	43.23%
White:	61%

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year

Pg 10

Expected	Actual

	Homeless:	2 percentage points up from the prior year
	Hispanic:	2 percentage points up from the prior year
	White:	2 percentage points up from the prior year

| Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8): | 2018-19 SBAC data is not available at this time. The following tables show 2017-18 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2018-19. |

2018-19 Expected:

All Students:	5 percentage points up from the prior year
English Learners:	5 percentage points up from the prior year
Socioeconomically Disadvantaged:	5 percentage points up from the prior year
Students with Disabilities:	5 percentage points up from the prior year
Homeless:	5 percentage points up from the prior year
African American:	5 percentage points up from the prior year
Hispanic:	5 percentage points up from the prior year
White:	5 percentage points up from the prior year

2017-18 (Baseline):

All Students:	26.4%
English Learners:	8.79%
Socioeconomically Disadvantaged:	23.59%
Students with Disabilities:	8.22%
Homeless:	N/A
Hispanic:	23.89%
White:	53.85%

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	5 percentage points up from the prior year

Pg 11

Expected	Actual

	English Learners:	5 percentage points up from the prior year
	Socioeconomically Disadvantaged:	5 percentage points up from the prior year
	Students with Disabilities:	5 percentage points up from the prior year
	Homeless:	5 percentage points up from the prior year
	Hispanic:	5 percentage points up from the prior year
	White:	5 percentage points up from the prior year

Expected:

Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) will be:

2018-19 Expected:

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Actual:

2018-19 SBAC data is not available at this time. The following tables show 2017-18 data of our student groups for the Average Distance from Standard on the CAASPP-Mathematics assessments and projected change in 2018-19.

2017-18 (Baseline):

All Students:	41.3 points below standard
English Learners:	59.9 points below standard
Socioeconomically Disadvantaged:	47.7 points below standard
Students with Disabilities:	124.2 points below standard
Homeless:	67.9 points below standard
Hispanic:	50.3 points below standard
White:	31.1 points below standard

Pg 12

| Expected | Actual |

Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	3 points up from the prior year
English Learners:	3 points up from the prior year
Socioeconomically Disadvantaged:	3 points up from the prior year
Students with Disabilities:	3 points up from the prior year
Homeless:	3 points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Percentage of students meeting their growth targets on the MAP-Mathematics assessment will be (Grades 3-10):

2018-19 Expected:

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year

2018-19 Fall to Spring MAP growth data is not available at this time. The following tables show 2017-18 data of our student groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

All Students:	46.22%
English Learners:	46.03%
Socioeconomically Disadvantaged:	46.25%
Students with Disabilities:	7%
Homeless:	NA

Pg 13

Expected		Actual	
Homeless:	2 percentage points up from the prior year	Hispanic:	41.74%
Hispanic:	2 percentage points up from the prior year	White:	55%
White:	2 percentage points up from the prior year		

Based on our interim assessments during the year (IAB, ICA, Fall & Winter MAP, etc.), we project the following:

2018-19 (Projected):

All Students:	2 percentage points up from the prior year
English Learners:	2 percentage points up from the prior year
Socioeconomically Disadvantaged:	2 percentage points up from the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

Percentage of EL students making annual progress in learning English as measured by the ELPAC: 1 percentage points up from the prior year	2018-19 ELPI data is not available at this time. The following table shows 2017-18 ELPAC performance data of our ELs. 2017-18 (Baseline)

Level 4 - Well Developed	28.62%

Pg 14

Expected	Actual	
	Level 3 - Moderately Developed	42.40%
	Level 2 - Somewhat Developed	21.20%
	Level 1 – Beginning Stage	7.77%

Expected	Actual	
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 2 percentage point up from the prior year	2017-18 (Baseline)	28.1%
	2018-19 (Projected)	2 percentage point up from the prior year

Expected	Actual	
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 45%	2017-18 (Baseline)	82%
	2018-19 (End of first semester)	92%
	2018-19 (End of second semester Projected)	2 percentage point up from the prior year

Expected	Actual	
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments: 2 percentage points up from the prior year	2018-19 SBAC data is not available at this time. The following table shows 2017-18 proficiency rates of our graduating seniors on the CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2018-19.	
	2017-18 (Baseline)	42%
	2018-19 (Projected)	45%

Expected	Actual	
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year	2017-18 (Baseline)	26%
	2018-19 (Projected)	29%

Pg 15

Expected	Actual	
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year	2017-18 (Baseline)	100%
	2018-19 (Projected)	Maintain 100%
Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 100%	
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 2 percentage points up from the prior year	2017-18 (Baseline)	50%
	2018-19 (Actual)	70%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	$7,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$20,000 BTSA expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually review alignment of instructional materials to	We have reviewed our current instructional materials and they are aligned to	$20,000 Books (4000)(Base); $50,000	$48,000 Books (4000)(Base); $55,000

Pg 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.	Instructional materials (4000)(Base)	Instructional materials (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.	$150,000 Janitorial services (5000)(Base)	$110,000 Janitorial services (5000)(Base)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)	$30,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base);	$30,000 Professional Development (5000)(Base); $4,000 TeachBoost fees (5000)(Base);

Pg 17

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.	$70,000 EL Coordinator salary (1000)(S&C); $15,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	$34,500 EL Coordinator stipend (1000)(S&C); (3000)(S&C); 10,000 EL supplemental materials (4000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access	Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.	$4,000 Professional Development on ELD strategies (5000)(S&C)	$5,000 Professional Development on ELD strategies (5000)(S&C)

Pg 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.	$20,000 Intervention teacher salaries (1000)(Title I);$40,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$105,500 Intervention teacher salaries (1000)(Title I);$53,000 Two teacher aide salaries (2000)(Title I); $19,000 Benefits (3000)(Title I)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	$15,000 Two staff stipends (1000)	$15,000 Two staff stipends (1000)

Pg 19

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.	$150,000 Two deans of academics (1000)(Base); $60,000 Benefits (3000)(Base); $5,600 Illuminate SIS & DnA (5000)(Base); $6,600 MAP testing fees (5000)(Title I)	$178,000 Two deans of academics (1000)(Base); $55,000 Benefits (3000)(Base); $9,300 Illuminate SIS & DnA (5000)(Base); $8,600 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	$65,000 College Counselor salary (1000)(Base); $15,000 Benefits (3000)(Base)	$35,000 College Counselor salary (1000)(Base); $7,500 Benefits (3000)(Base)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	Based on student needs and interests, we have offered the following AP courses this year: AP Literature, AP World History, and AP Calculus, AP Computer and AP US History.	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials

Pg 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			(3000)(Base)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	$4,172 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)	$5,300 Naviance program (5000)(Base); $3,000 College preparation materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school

Pg 21

hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your reclassification rate or EL progress, ELA/math status or change on the academic indicator on the school dashboard; AP passing rate… Or if an action has not been very effective, talk about how you will modify it.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The main difference that we had was our textbook allocated funds was not used because we did not make the purchase for Spanish textbooks. We have allocated the funds for next year to purchase the Spanish textbooks.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Pg 22

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%	Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 5%	Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 10%
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%	Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: >90%

Pg 23

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: Academic Pentathlon, Science Olympiad, Personal Finance, A+ (Advance math), Art, PE, Computer etc.	$2,040,000 Teacher salaries (1000)(Base); $510,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $25,000 Field trip expenses (5000)(Donations)	$2,200,000 Teacher salaries (1000)(Base); $500,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.	$300,000 2 Principals and 2 Deans of Academics salaries (1000)(Base); $70,000 Benefits (3000)(Base)	$325,000 1 Principal and 3 Deans of Academics salaries (1000)(Base); $112,000 Benefits (3000)(Base)

Pg 24

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$90,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.	$75,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses	$65,000 1 IT staff salary (2000)(Base); $18,600 Benefits (3000)(Base); $91,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.	$10,000 Science materials (4000)(Base)	$12,000 Science materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Pg 26

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your Advanced Math class/club participation or success, Computer class participation and passing rates, STEAM project completion, etc.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of the field trips was higher than expected. With the increase in enrollment, we also had to increase the number of busses and trips that were available for students. Additionally, we had to spend more funds on STEAM materials because this year, our Art teacher attended PDs that involved getting technology equipment and additional materials; this was a huge benefit for our students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Number of SSC meetings per year: 4	Current: 5 By the end of 2018-19 (Planned): 5
Number of ELAC meetings per year: 4	Current: 4 By the end of 2018-19 (Planned): 4
Number of PTF meetings per year: 4	Current: 8 By the end of 2018-19 (Planned): 8
Number of activities/events for parent involvement per year: 5	Current: About 28 By the end of 2018-19 (Planned): 30+
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly: MET
Number of progress reports sent to parents per year: 4	4

Expected	Actual	
Percentage of students who have been home-visited by the teachers per year: 20%	2017-18 (Baseline)	13%
	2018-19 (Current)	15%
	2018-19 (End of year Planned)	20%
ADA rate: 96%	2017-18 (Baseline)	96%
	2018-19 (Current)	96%

Expected	Actual	
	2018-19 (End of year Projected)	96%
Chronic absenteeism rate: <7%	2017-18 (Baseline)	5.2%
	2018-19 (Current)	8%
	2018-19 (End of year Projected)	<9%
Middle school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
High school dropout rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%
	2018-19 (End of year Projected)	0%
Four-year cohort graduation rate: 100%	2017-18 (Baseline)	100%
	2018-19 (End of year Projected)	100%
Student suspension rate: <2%	2017-18 (Baseline)	0.9%
	2018-19 (Current)	2.31%
	2018-19 (End of year Projected)	3%
Student expulsion rate: 0%	2017-18 (Baseline)	0%
	2018-19 (Current)	0%

Pg 29

Expected		Actual	
		2018-19 (End of year Projected)	0%

School experience survey participation rates will be:		School experience survey participation rates are:	
Students:	90%	Students:	93.6%
Families:	85%	Families:	62.1%
Staff:	90%	Staff:	96.3%

School experience survey average approval rates will be:		School experience survey average approval rates are:	
Students:	75%	Students:	59%
Families:	90%	Families:	89%
Staff:	80%	Staff:	72%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.	$3,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)

Pg 30

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. You can add more events here that promote parental participation.	$2,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$9,300 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.	$15,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$14,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Pg 31

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and social-emotional support to address student needs.	$160,000 School Psychologist salary (1000)(S&C); $30,000 Benefits (3000)(S&C)	$80,000 School Psychologist salary (1000)(S&C); $23,000 Benefits (3000)(S&C)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program	$83,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $24,900 Benefits (3000)(Base); $3,500 ParentReach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	$65,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated	$42,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Expense: See Goal 2: Action 1]	[Duplicated Expense: See Goal 2: Action 1]

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$80,000 1 Dean of Students (1000)(Base); $24,000 Benefits (3000)(Base)

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$5,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Pg 33

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually administer school experience surveys to students, parents, and staff.	We have administered school experience surveys to our students, parents, and staff.	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The expulsion rate continues to be 0% and we use alternative to suspensions as much as possible. Additionally our ADA has continue to be at or over 95%. Lastly, our graduation rate continues to be 100% for our freshmen cohort.

Pg 34

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

Stakeholder Engagement

LCAP Year: **2019–20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-1 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 120 home visits during this school year and sought feedback from the parents for school improvement.

Pg 36

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

MSA-SA's LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

Improvements in designated/integrated English Learner services

Expanding after school, Morning Interventions, Tutoring Saturday school, and summer school opportunities

Providing counseling and behavior support services to our students

Improving teacher observation and evaluation systems and keeping effective teachers

Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses

Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom

Expanding STEAM-based programs and activities

Other input includes improving school facilities and the lunch program.

Pg 37

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8
Local Priorities: N/A

Identified Need:

Priority 1:

   To ensure teachers are appropriately assigned and fully credentialed

   To ensure students have sufficient access to standards-aligned instructional materials

   To ensure school facilities are maintained in good repair

Priority 2:

   To ensure implementation of state board adopted academic content and performance standards for all students

Priority 4:

   To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments

Pg 38

To ensure EL students make annual progress in learning English

To ensure our students are college/career ready

Priority 8:

To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	>90%	>90%	>90%	>90%
Percentage of students performing	2016-17 (Baseline):	2017-18 (Expected): All Students: 5	2018-19 (Expected): All Students: 5	2019-20 (Expected): All Students: 3

Pg 39

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8):	All Students: 47% English Learners: 3% Socioeconomically Disadvantaged: 44% Students with Disabilities: 7% Homeless: 50% Hispanic: 43% White: 74%	percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year Hispanic: 5 percentage points up from the prior year White: 5 percentage points up from the prior year	percentage points up from the prior year English Learners: 3 percentage points up from the prior year Socioeconomically Disadvantaged: 3 percentage points up from the prior year Students with Disabilities: 3 percentage points up from the prior year Homeless: 3 percentage points up from the prior year Hispanic: 3 percentage points up from the prior year White: 3 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 20 points below standard English Learners: 46.2 points below standard	2017-18 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year English Learners: 3 points up from the prior year

Pg 40

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Socioeconomically Disadvantaged: 29 points below standard Students with Disabilities: 102.5 points below standard Homeless: 51 points below standard Hispanic: 30.7 points below standard White: 52.2 points below standard	Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year	Socioeconomically Disadvantaged: 3 points up from the prior year Students with Disabilities: 3 points up from the prior year Homeless: 3 points up from the prior year Hispanic: 3 points up from the prior year White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)	2016-17 (Baseline): All Students: 33% English Learners: 15% Socioeconomically Disadvantaged: 29% Students with Disabilities: 8% Homeless: NA Hispanic: 20% White: 61%	2017-18 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year

Pg 41

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Homeless: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year
		Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year
		White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): All Students: 33% English Learners: 5% Socioeconomically Disadvantaged: 30% Students with Disabilities: 7% Homeless: 50% Hispanic: 28% White: 74%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year Hispanic: 5 percentage points up	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year Hispanic: 5 percentage points up	2019-20 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year Hispanic: 5 percentage points up

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		from the prior year	from the prior year	from the prior year
		White: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 41.3 points below standard / English Learners: 59.9 points below standard / Socioeconomically Disadvantaged: 47.7 points below standard / Students with Disabilities: 124.2 points below standard / Homeless: 30.9 points below standard / Hispanic: 50.3 points below standard / White: 31.1 points below standard	2017-18 (Expected): All Students: 3 points up from the prior year / English Learners: 3 points up from the prior year / Socioeconomically Disadvantaged: 3 points up from the prior year / Students with Disabilities: 3 points up from the prior year / Homeless: 3 points up from the prior year / Hispanic: 3 points up from the prior year / White: 3 points up from the prior year	2018-19 (Expected): All Students: 3 points up from the prior year / English Learners: 3 points up from the prior year / Socioeconomically Disadvantaged: 3 points up from the prior year / Students with Disabilities: 3 points up from the prior year / Homeless: 3 points up from the prior year / Hispanic: 3 points up from the prior year / White: 3 points up from the prior year	2019-20 (Expected): All Students: 3 points up from the prior year / English Learners: 3 points up from the prior year / Socioeconomically Disadvantaged: 3 points up from the prior year / Students with Disabilities: 3 points up from the prior year / Homeless: 3 points up from the prior year / Hispanic: 3 points up from the prior year / White: 3 points up from the prior year
Percentage of students meeting their growth targets on the MAP-Mathematics	2016-17 (Baseline): All Students: 31% / English Learners: 17%	2017-18 (Expected): All Students: 2 percentage points up from the prior year	2018-19 (Expected): All Students: 2 percentage points up from the prior year	2019-20 (Expected): All Students: 2 percentage points up from the prior year

Pg 43

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assessment (Grades 3-10)	Socioeconomically Disadvantaged: 26% Students with Disabilities: 7% Homeless: NA Hispanic: 22% White: 55%	English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year Socioeconomically Disadvantaged: 2 percentage points up from the prior year Students with Disabilities: 2 percentage points up from the prior year Homeless: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of EL students making annual progress in learning English as measured by the ELPAC	73.5%	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English	21.95%	2 percentage point up from the prior year	2 percentage point up from the prior year	2 percentage point up from the prior year

Pg 44

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Proficient (RFEP) annually				
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	45%	2 percentage point up from the prior year	2 percentage point up from the prior year	2 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	60%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	20.5%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of graduating seniors who will have	90%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Pg 45

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
successfully completed courses that satisfy the UC/CSU or career technical education program requirements				
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	50%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 46

Students to be Served:		**Location(s):**	
(Select from All, Students with Disabilities, or Specific Student Groups)		(Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All		All Schools	

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| Unchanged | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. | See description for 2017-18 | See description for 2017-18 |

Budgeted Expenditures

Pg 47

Year	2017-18	2018-19	2019-20
Amount	$15,000	$10,000	$20,000
Source	Base	Base	Title II
Budget Reference	$12,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$7,000 BTSA expenses (5000)(Base); $3,000 EL authorization expenses (5000)(Base)	$20,000 BTSA expenses (5000)(Base)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Pg 48

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$50,000	$100,000
Source	Base	Base	Base
Budget Reference	$40,000 Books (4000)(Base); $10,000 Instructional materials (4000)(Base)	$20,000 Books (4000)(Base); $30,000 Instructional materials (4000)(Base)	$30,000 Books (4000)(Base); $70,000 Instructional materials (4000)(Base)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 49

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Pg 50

Year	2017-18	2018-19	2019-20
Amount	$135,000	$150,000	$145,000
Source	Base	Base	Base
Budget Reference	$40,000 Janitorial services (5000)(Base)	$41,000 Janitorial services (5000)(Base)	$25,000 Janitorial services (5000)(Base)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 51

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) Teachers will be provided with instructional guidance and feedback through classroom visits.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,500	$100,000	$34,000
Source	Base	Base	Base
Budget Reference	$30,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base)	$30,000 Professional Development (5000)(Base); $1,500 TeachBoost fees (5000)(Base)	$30,000 Professional Development (5000)(Base); $4,000 TeachBoost fees (5000)(Base)

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master	See description for 2017-18	See description for 2017-18

Pg 53

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Plan.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000	$85,000	$5,000
Source	S&C; Title I	S&C; Title I	Title I
Budget Reference	$65,000 EL Coordinator salary (1000)(S&C); $15,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	$70,000 EL Coordinator salary (1000)(S&C); $15,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	$5,000 EL Coordinator stipend (1000) (Title I)

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Pg 54

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.	See description for 2017-18	See description for 2017-18

Pg 55

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$4,000	$4,000
Source	S&C	S&C	S&C
Budget Reference	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)	$4,000 Professional Development on ELD strategies (5000)(S&C)

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Pg 56

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
During the day, Charter School will provide additional supports and interventions to all students, including ELs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$65,000	$65,000	$65,000
Source	Title I	Title I	Title I
Budget Reference	$20,000 Intervention teacher salaries (1000)(Title I);$40,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$20,000 Intervention teacher salaries (1000)(Title I);$40,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)	$20,000 Intervention teacher salaries (1000)(Title I);$40,000 Two teacher aide salaries (2000)(Title I); $15,000 Benefits (3000)(Title I)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 57

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	0

Pg 58

Year	2017-18	2018-19	2019-20
Source	Title I	Title I	
Budget Reference	$15,000 Three teacher stipends (AP Teachers) (1000)	$15,000 Three staff stipends	0

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

Pg 59

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$123,000	$123,000	$250,000
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	$150,000 Two deans of academics and one Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$150,000 Two deans of academics and one Title-I coordinator salaries (1000)(Base); $60,000 Benefits (3000)(Base); $6,500 Illuminate SIS & DnA (5000)(Base); $6,000 MAP testing fees (5000)(Title I)	$178,000 Two deans of academics salaries (1000)(Base); $55,000 Benefits (3000)(Base); $9,300 Illuminate SIS & DnA (5000)(Base); $8,600 MAP testing fees (5000)(Title I)

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

Pg 60

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$80,000	$81,000	$42,500
Source	Base	Base	Base
Budget	$65,000 College Counselor salary	$66,000 College Counselor salary	$35,000 College Counselor salary

Pg 61

Year	2017-18	2018-19	2019-20
Reference	(1000)(Base); $15,000 Benefits (3000)(Base)	(1000)(Base); $15,000 Benefits (3000)(Base)	(1000)(Base); $7,500 Benefits (3000)(Base)

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Pg 62

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$22,000	0
Source	Base	Base	
Budget Reference	$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	$22,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg 63

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$8,300
Source	Base	Base	Base
Budget	$10,000 Naviance program (5000)(Base); $5,000 College	$10,000 Naviance program (5000)(Base); $5,000 College	$5,300 Naviance program (5000)(Base); $3,000 College

Pg 64

Year	2017-18	2018-19	2019-20
Reference	preparation materials (4000)(Base)	preparation materials (4000)(Base)	preparation materials (4000)(Base)

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

INNOVATION: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

    To increase student access to a broad course of study

    To offer innovative courses and programs

Priority 8:

    To ensure student participation and achievement in innovative courses and programs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Pg 65

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	100%	100%	100%	100%
Percentage of	3%	10%	10%	10%

Pg 66

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club				
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	>90%	>90%	>90%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Pg 67

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic	See description for 2017-18	See description for 2017-18

Pg 68

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,530,000	$2,585,000	$2,687,000
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	$2,000,000 Teacher salaries (1000)(Base); $500,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)	$2,040,000 Teacher salaries (1000)(Base); $510,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $25,000 Field trip expenses (5000)(Donations)	$2,065,000 Teacher salaries (1000)(Base); $592,000 Benefits (3000)(Base); $10,000 Online courses (5000)(Base); $20,000 Field trip expenses (5000)(Donations)

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Pg 69

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$310,000	$316,000	$170,000
Source	Base	Base	Base
Budget Reference	$250,000 2 Principal and 2 Deans of Academics salaries (1000)(Base); $60,000 Benefits (3000)(Base)	$255,000 2 Principal and 2 Deans of Academics salaries (1000)(Base); $61,000 Benefits (3000)(Base)	$132,000 1 Principal salary (1000)(Base); $38,000 Benefits (3000)(Base)

Pg 70

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Pg 71

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$85,000	0
Source	Base	Base	
Budget Reference	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$85,000 1 Accelerated/Advanced Math teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]	

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$127,000	$127,000	$191,000
Source	Base	Base	Base
Budget Reference	$75,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses	$75,000 1 IT staff salary (2000)(Base); $17,000 Benefits (3000)(Base); $80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $20,000 Computers; $15,000 Technology expenses	$62,000 1 IT staff salary (2000)(Base); $12,100 Benefits (3000)(Base); $82,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; $10,000 Computers; $15,000 Technology expenses

Pg 73

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide	See description for 2017-18	See description for 2017-18

Pg 74

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
information and access to quality out-of-school STEAM activities and achievements.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	0
Source	Base	Base	
Budget Reference	$10,000 Science materials (4000)(Base)	$10,000 Science materials (4000)(Base)	

6,242,020

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

   To seek parent input in making decisions for the Charter School

   To promote parental participation in programs

Priority 5:

   To increase student attendance

   To avoid chronic absenteeism

   To avoid middle school dropout

   To avoid high school dropout

   To increase high school graduation rate

Priority 6:

Pg 76

To avoid student suspension

To avoid student expulsion

To increase the sense of safety and school connectedness

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	6	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	8	4	4
Number of activities/events for parent involvement per year	5	8	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	13%	18%	20%	25%

Pg 77

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA rate	96%	96%	97%	97%
Chronic absenteeism rate	5.2%	7.28%	<7%	<6%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	100%	100%	100%	100%
Student suspension rate	0.9%	2.31%	<2%	<1%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 90.3% Families: 80.2% Staff: 73.6%	Students: 88.5% Families: 70.7% Staff: 91.4%	Students: 90% Families: 80% Staff: 90%	Students: 93.6% Families: 62.1% Staff: 96.3%
School experience survey average approval rates	Students: 65% Families: 90% Staff: 79%	Students: 61% Families: 88% Staff: 64%	Students: 70% Families: 80% Staff: 80%	Students: 59% Families: 89% Staff: 72%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Pg 78

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| **Location(s):** |
| (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |

| All | All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 79

Year	2017-18	2018-19	2019-20
Amount	$1,000	$3,000	
Source	Title I	Title I	
Budget Reference	$1,000 Parent meeting expenses (4000)(Title I)	$3,000 Parent meeting expenses (4000)(Title I)	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 80

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$2,000
Source	Base	Base	Base
Budget Reference	$15,000 Parent activities/events expenses (4000)(Base)	$15,000 Parent activities/events expenses (4000)(Base)	$2,000 Parent activities/events expenses (4000)(Base)

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 81

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 82

Year	2017-18	2018-19	2019-20
Amount	$6,500	$6,500	$9,300
Source	Base	Base	Base
Budget Reference	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$6,500 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]	$9,300 Illuminate SIS & DnA (5000)(Base) [Duplicated Expense: See Goal 1: Action 9]

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Pg 83

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$14,000
Source	Title I	Title I	Title I
Budget Reference	$15,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$15,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	$14,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action   5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 84

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Pg 85

Year	2017-18	2018-19	2019-20
Amount	$120,000	$190,000	$96,000
Source	S&C; Title I	S&C; Title I	Base
Budget Reference	$100,000 School Psychologist salary (1000)(S&C); $20,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	$160,000 School Psychologist and Counselor salary (1000)(S&C); $30,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	$80,000 School Psychologist and Counselor salary (1000)(S&C); $16,000 Benefits (3000)(S&C)

Action   6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Pg 86

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$35,000	$91,500	$111,400
Source	Base	Base	Base
Budget Reference	$30,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $10,000 Benefits (3000)(Base); $1,500 ParentReach notification program	$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $15,000 Benefits (3000)(Base); $1,500 ParentReach notification program	$83,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); $24,900 Benefits (3000)(Base); $3,500 ParentReach notification program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Pg 87

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 88

Year	2017-18	2018-19	2019-20
Amount	$75,000	$75,000	$9,000
Source	Base	Base	Base
Budget Reference	$65,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	65,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; $10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	$9,000 Online courses (5000)(Base)

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Pg 89

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,000	$85,000	$104,000
Source	Base	Base	Base
Budget Reference	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$70,000 1 Dean of Students (1000)(Base); $15,000 Benefits (3000)(Base)	$80,000 1 Dean of Students (1000)(Base); $24,000 Benefits (3000)(Base)

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Pg 90

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Pg 91

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,000	$5,000
Source	Base	Base	Base
Budget Reference	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base)	$5,000 PD on PBIS, restorative practices, classroom management (5000)(Base)

Action   10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Pg 92

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will annually administer school experience surveys to students, parents, and staff.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,500
Source	Base	Base	Base
Budget Reference	$2,000 Panorama Education surveys (5000)(Base)	$2,000 Panorama Education surveys (5000)(Base)	$2,500 Panorama Education surveys (5000)(Base)

Pg 93

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,820,744	32.97 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

 Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

 ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

 During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorly, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 95

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$ 1,859,074

30.85 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

   Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

   Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

   ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

   During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Pg 96

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$ 983,827

15.67 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School

Pg 98

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter Scholl will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorly, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Pg 99

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

  For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;

B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);

D. The English learner reclassification rate;

E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

   (A) enrolled less than 31 days

   (B) enrolled at least 31 days but did not attend at least one day

   (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

   (i) are enrolled in a Non-Public School

   (ii) receive instruction through a home or hospital instructional setting

   (iii) are attending a community college full-time.

   (2) The number of students who meet the enrollment requirements.

   (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

   (1) For a 4-Year Cohort Graduation Rate:

   (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

   (B) The total number of students in the cohort.

   (C) Divide (1) by (2).

   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

   (A) The number of students who either graduated as grade 11 students or who earned any of the following:

   (i) a regular high school diploma

   (ii) a High School Equivalency Certificate

   (iii) an adult education diploma

   (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

   (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

Cover Sheet

MPS 2019-20 Budget Including Master List of Contracts over $25,000 and Home Office Management Fees

Section: III. Action Items

Item: B. MPS 2019-20 Budget Including Master List of Contracts over $25,000 and Home Office Management Fees

Purpose: Vote

Submitted by:

Related Material: III B REVISED MPS 2019-20 Budget (BOARD FINAL 6-12-19).pdf
III B Budget Adoption 2019-20.pdf
Updated MPS Home Office Mgnt Fee.pdf

2019-20 Budget

June 13, 2019 Board Meeting

2019-20 Budget: Executive Summary

Highlights

- This 2019-20 July 1 Budget projects a surplus of $773,095 overall, an improvement of $3.3 million from 2018-19

- Each MSA campus except MSA-1 has a projected budget surplus of at least 1.0% of revenues (MSA-1's surplus is 0.3% of revenues but is still positive)

- Projected ending balance at fiscal year-end in June 2020 is now $25.24 million, or 45% of expenses (recommended minimum reserve level = 5.0% of expenses)

- Cash flows assume latest intra-organization loan repayment schedule (including $1.93M for MSA-1)

2019-20 Budget:
2018-19 Estimated Actuals Trending

- For the 2018-19 year just ending, the line items for some Services & Operations areas (mainly in Professional Services, Professional Development, Consulting Services, Legal, and Prop 39 Projects) are running substantially under budget to date.

- If the trend continues, this would mean a higher budget surplus for 2018-19 and a higher beginning balance for 2019-20 than shown here.

- These items include $1.6M of Prop 39 projects which we are anticipating carried over into next year or returned to the state if not encumbered by June 30, 2019, and also include between $500,000 and $1,000,000 of expenses related to restricted funding sources that will likely be deferred until 2019-20, removing the expenditure variance for those items.

- We anticipate the possibility that final 2018-19 expenses for Services and Operations may be at least $500,000 less than shown in these 2018-19 Estimated Actuals,, and potentially more depending on what Prop 39 projects and restricted revenues are deferred until 2019-20.

- This is still a preliminary estimate, and final results may vary significantly due to large year-end expenditures. We will keep the Board apprised of new developments as we move through the end of the 2018-19 fiscal year and final year-end closing of the books.

2019-20 Budget: Revenues

LCFF Entitlement

- Most funding is through the Local Control Funding Formula, which pays approximately $10k per ADA (average daily attendance) depending on grade level and socioeconomic factors

- ADA is increasing 145 from 2018-19, which results in $3 million more in LCFF revenue

Federal Revenues

- Removed $1.2 million in CSFIG and other federal revenue

Other State Revenues

- Drop of $1.4 million in one-time Mandate Reimbursement & Low-Performing Grant

- Improvement in SB740 Facility Grant revenue

Other Local Revenues

- Removing private grants and donations until awarded/received, CMO fee adjustments

2019-20 Budget: Expenditures

Salaries & Benefits

- Staffing costs increasing 4.4%, reflecting COLA and ADA increases
- Slight increase in STRS, but mitigated by Governor's Budget

Books & Supplies

- Reduced $644k, primarily from removal of one-time grant revenues

Services & Operations

- Reduced $2.83 million, primarily from completing one-time Prop 39 projects (2018-19 actuals may vary from estimates shown here) and average reduction in CMO fees

Depreciation, Capital Outlay, and Other Outflows

- Reduction of $735k in new fixed asset acquisitions

2019-20 Budget:
State Economic Outlook

- New 2019-20 "Governor's Budget" was released in January, and revised in May (i.e. the "May Revise"

- Budget is now in negotiation at the Assembly and Senate - failure of Measure EE may trigger stronger pressure for state funding relief

- Changes from the Governor's May Revise are anticipated, but net result to MPS is not yet known

- Special Education Concentration Grant may not end up being approved, but might be replaced with other ongoing or one-time revenue

- Rainy day support at the state level continues to improve, mitigating the impact of a future economic downturn, and means we can rely more on revenue projections in Years 2-5

- Magnolia should be cautious, as always, but can reasonably rely on State revenue projections for the next few years given the "rainy day fund" at the State level

2019-20 Budget: Executive Summary

MSA Consolidated	2018-19 Est. Actuals	Proposed 2019-20 Budget	Change from 2018-19	Primary Reasons For Variance (see budget detail for all changes)
Average Daily Attendance	3,802	3,947	145	Growth across multiple campuses
SUMMARY				
Revenues				
LCFF Entitlement	39,822,616	42,792,722	2,970,106	Increases in ADA and per-ADA LCFF funding
Federal Revenues	3,540,557	2,377,423	(1,163,134)	Removal of one-time funding
Other State Revenues	6,418,492	5,000,977	(1,417,516)	Removal of one-time funding
Other Local Revenues	6,498,077	6,648,094	150,017	
Total Revenues	**56,279,742**	**56,819,216**	**539,474**	
Expenditures				
Salaries & Benefits	32,863,312	34,320,108	1,456,796	Reflects COLA & ADA increases, MERF adj
Books and Supplies	2,486,246	1,842,101	(644,145)	No one-time grants
Services and Operating Exp.	20,937,545	18,107,489	(2,830,056)	No one-time Prop 39 projects
Depreciation & Cap Outlay	1,929,045	1,194,779	(734,266)	Increased equipment & improvements
Other Outflows	595,203	581,644	(13,559)	
Total Expenditures	**58,811,350**	**56,046,121**	**(2,765,230)**	
Net Revenues	**(2,531,609)**	**773,095**	**3,304,704**	
Beginning Balance (July 1, 2018)	26,993,791	24,462,182		
Net Revenues in 2018-19	(2,531,609)	773,095		
Ending Balance (June 30, 2019)	**24,462,182**	**25,235,277**		
Ending Bal. as % of Exp.:	**41.6%**	**45.0%**		

2019-20 Budget: Summary By Site

2019-20 Budget - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Enrollment	657	458	509	167	250	160	292	481	675	465		4,114
Attendance (ADA)	634	437	480	158	235	156	280	473	648	447		3,947
Revenue												
LCFF Entitlement	7,307,540	4,981,790	5,299,249	1,836,399	2,698,012	1,602,764	2,950,896	5,012,273	7,343,836	3,759,963	-	42,792,722
Federal Revenue	433,659	296,037	251,373	108,918	152,432	104,655	163,297	333,831	423,524	109,696	-	2,377,423
Other State Revenues	1,345,875	385,771	479,371	147,538	213,252	204,032	585,683	499,379	727,946	412,129	-	5,000,977
Other Local Revenues	246,161	206,648	36,129	113,837	71,867	86,677	40,768	5,000	186,644	97,381	5,556,982	6,648,094
Total Revenue	9,333,235	5,870,246	6,066,121	2,206,692	3,135,562	1,998,128	3,740,644	5,850,484	8,681,950	4,379,170	5,556,982	56,819,216
Expenses												
Certificated Salaries	3,123,243	2,279,329	2,209,823	903,472	1,245,798	764,896	1,194,731	2,107,980	2,758,436	1,514,978	751,794	18,854,481
Classified Salaries	615,744	551,004	616,864	129,093	294,956	155,622	463,111	545,984	865,101	361,638	1,824,791	6,423,908
Benefits	1,297,240	1,029,296	1,039,594	403,907	606,632	372,372	556,312	888,921	1,286,438	696,191	864,815	9,041,719
Books and Supplies	311,378	189,782	155,103	70,662	165,607	87,500	98,900	283,659	300,504	81,577	97,430	1,842,101
Services and Operations	3,826,100	1,611,777	1,910,596	656,258	698,418	551,568	1,331,263	1,880,235	2,069,514	1,613,880	1,957,881	18,107,489
Depreciation / Cap Outlay	134,000	140,000	67,677	19,312	17,579	18,224	15,987	85,000	630,000	67,000	-	1,194,779
Other Outflows	-	-	-	-	-	-	-	-	581,644	-	-	581,644
Total Expenses	9,307,706	5,801,188	5,999,656	2,182,703	3,028,990	1,950,181	3,660,305	5,791,779	8,491,638	4,335,264	5,496,711	56,046,121
Net Revenue (Surplus)	25,529	69,059	66,465	23,989	106,573	47,947	80,339	58,704	190,312	43,906	60,271	773,095
Net Rev as % of Rev:	0.3%	1.2%	1.1%	1.1%	3.4%	2.4%	2.1%	1.0%	2.2%	1.0%	1.1%	1.4%
Fund Balance												
Beginning Balance	4,921,433	793,675	743,965	882,995	1,823,299	1,620,159	1,220,433	4,254,119	7,523,508	309,020	369,577	24,462,182
Net Revenue	25,529	69,059	66,465	23,989	106,573	47,947	80,339	58,704	190,312	43,906	60,271	773,095
Projected Ending Balance	4,946,962	862,734	810,430	906,984	1,929,871	1,668,106	1,300,772	4,312,823	7,713,821	352,925	429,848	25,235,277
Ending Bal. as % of Exp.:	53.1%	14.9%	13.5%	41.6%	63.7%	85.5%	35.5%	74.5%	90.8%	8.1%	7.8%	45.0%

DMS

2019-20 Budget :
Cash Balances (Overall)

2019-20 Budget:
Average Daily Attendance

MPS 2019-20 Budget - Page 10

2019-20 Budget				
MSA Consolidated	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	3,802	3,947	145	
SUMMARY				
Revenue				
LCFF Entitlement	39,822,616	42,792,722	2,970,106	Growth in ADA & LCFF funding
Federal Revenue	3,540,557	2,377,423	(1,163,134)	No CSFIG assumed in 19-20
Other State Revenues	6,418,492	5,000,977	(1,417,516)	No one-time (as of May Revise)
Other Local Revenues	6,498,077	6,648,094	150,017	SPED Concentration Grant
Total Revenue	**56,279,742**	**56,819,216**	**539,474**	
Expenditures				
Certificated Salaries	17,515,957	18,854,481	1,338,523	ADA growth + step/column
Classified Salaries	6,635,954	6,423,908	(212,046)	ADA growth + targeted adjustments
Benefits	8,711,400	9,041,719	330,318	Increasing to match staff costs
Books and Supplies	2,486,246	1,842,101	(644,145)	No one-time state funds
Services and Operating Exp.	20,937,545	18,107,489	(2,830,056)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	1,929,045	1,194,779	(734,266)	Reduction in Cap Improvements
Other Outflows	595,203	581,644	(13,559)	
Total Expenditures	**58,811,350**	**56,046,121**	**(2,765,230)**	
Net Revenues	**(2,531,609)**	**773,095**	**3,304,704**	
Fund Balance				
Beginning Balance	26,993,791	24,462,182		
Net Revenues	(2,531,609)	773,095		
Ending Fund Balance	**24,462,182**	**25,235,277**		
Components of Fund Balance				
Available For Econ. Uncert.	14,878,476	16,976,727	30.3% of Exp.	
Restricted Balances	1,071,803	775,426	1.4% of Exp.	
Net Fixed Assets	8,511,903	7,483,124	13.4% of Exp.	
Ending Fund Balance	**24,462,182**	**25,235,277**	**45.0% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA Consolidated	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	24,971,893	27,208,314	2,236,421	ADA growth + LCFF funding increase
8012 EPA Entitlement	4,155,679	4,384,660	228,981	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	10,695,044	11,199,748	504,704	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**39,822,616**	**42,792,722**	**2,970,106**	
Federal Revenue				
8181 SpEd - Revenue	562,031	595,707	33,676	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	2,978,526	1,781,716	(1,196,810)	No CSFIG assumed for 19-20
SUBTOTAL - Federal Revenue	**3,540,557**	**2,377,423**	**(1,163,134)**	
Other State Revenue				
8311 SpEd Revenue	2,260,653	2,302,147	41,494	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	780,238	126,458	(653,780)	No one-time funding
8560 StateLotteryRev	778,564	844,450	65,886	
8590 AllOthStateRev	2,599,037	1,727,921	(871,115)	No one-time funding
SUBTOTAL - Other State Revenue	**6,418,492**	**5,000,977**	**(1,417,516)**	
Local Revenue				
8600 Other Local Revenue	252,422	69,334	(183,088)	Reduced until awarded
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	2,500	-	(2,500)	
8660 Interest	9,376	10,104	728	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	484,981	1,011,673	526,693	SPED Concentration Grant
8701 CMO Fee - MSA-1	994,835	895,132	(99,703)	
8702 CMO Fee - MSA-2	898,892	811,213	(87,679)	
8703 CMO Fee - MSA-3	991,104	895,132	(95,972)	
8704 CMO Fee - MSA-4	77,657	67,135	(10,522)	

	2019-20 Budget			
MSA Consolidated	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
8705 CMO Fee - MSA-5	103,253	167,837	64,584	
8706 CMO Fee - MSA-6	46,452	67,135	20,683	
8707 CMO Fee - MSA-7	496,785	447,566	(49,219)	
8708 CMO Fee - MSA-8	991,436	895,132	(96,304)	
8709 CMO Fee - MSA-SA	404,170	895,132	490,962	Restored SA CMO fee
8712 CMO Fee - MSA-SD	409,714	415,570	5,856	
8791 SpEd Revenue (Local)	45,000	-	(45,000)	Not budgeted until awarded
8802 Private Donations/Grants	229,500	-	(229,500)	Not budgeted until awarded
8803 Fundraising	60,000	-	(60,000)	Not budgeted until awarded
8999 Revenues-Susp	-	-	-	
SUBTOTAL - Local Revenue	**6,498,077**	**6,648,094**	**150,017**	
TOTAL REVENUE	**56,279,742**	**56,819,216**	**539,474**	
EXPENSES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	13,843,072	14,902,050	1,058,978	ADA Growth + step/column
1300 Cert Adminis	3,672,886	3,952,431	279,545	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**17,515,957**	**18,854,481**	**1,338,523**	
Classified Salaries				
2100 Instructional Aides	-	855,411	855,411	Split out from 2900
2200 Classified Support	-	848,999	848,999	Split out from 2900
2400 Clerical & Tech	3,453,281	3,084,239	(369,041)	Targeted adjustments
2900 OtherClassStaff	3,182,674	1,635,259	(1,547,415)	Moving to 2100/2200
SUBTOTAL - Classified Salaries	**6,635,954**	**6,423,908**	**(212,046)**	
Employee Benefits				
3101 STRS	2,916,278	3,175,824	259,546	Corresponds to higher staff costs
3202 PERS	704,436	1,075,375	370,939	Corresponds to higher staff costs
3301 OASDI/Med	769,116	716,800	(52,316)	Corresponds to higher staff costs
3401 HlthWelfare	3,833,179	3,643,872	(189,307)	Reduced from 2018-19
3501 UnemployIns	48,484	76,942	28,458	
3601 WorkersCmp	257,732	197,187	(60,545)	Reduced from 2018-19
3701 Other Retirement	-	-	-	
3901 OthBenes	182,174	155,718	(26,456)	
SUBTOTAL - Employee Benefits	**8,711,400**	**9,041,719**	**330,318**	

MSA Consolidated	**2019-20 Budget**			
	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
Books & Supplies				(Below items adj. per site-level meetings
4100 Text&CoreCurric	383,077	261,000	(122,077)	
4200 BooksOthRefMats	20,244	30,200	9,956	
4310 Ins Mats & Sups	768,119	188,640	(579,480)	No one-time funding
4315 OthrSupplies	35,872	22,198	(13,674)	
4320 Office Supplies	126,535	122,080	(4,455)	
4325 ProfDevMat&Sups	1,500	1,500	-	
4326 Arts&MusicSupps	17,235	31,981	14,746	
4335 PE Supplies	51,968	41,000	(10,968)	
4340 Educat Software	413,441	408,584	(4,858)	
4345 NonInstStdntSup	64,391	51,500	(12,891)	
4346 TeacherSupplies	24,785	41,000	16,215	
4350 Cust. Supplies	57,248	73,905	16,657	
4351 Yearbook	7,103	3,300	(3,803)	
4390 Uniforms	3,030	2,500	(530)	
4400 NonCapEquip-Gen	51,138	59,329	8,191	
4410 ClssrmFrnEqp<5k	19,014	14,000	(5,014)	
4430 OffceFurnEqp<5k	35,434	39,870	4,436	
4440 Computers <$5k	63,977	131,225	67,247	
4460 Fixed Asset Suspense	17,000	-	(17,000)	
4710 Food	172,000	208,000	36,000	
4720 Food:Other Food	147,133	110,290	(36,843)	
4990 Prior Year Exp	6,000	-	(6,000)	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**2,486,246**	**1,842,101**	**(644,145)**	
Services & Other Operating Expenses				
5101 CMO Fees	5,414,298	5,556,982	142,684	Restores SA CMO fee
5205 Conference Fees	60,109	38,168	(21,941)	
5210 MilesParkTolls	138,725	110,744	(27,981)	
5215 TravConferences	17,761	14,500	(3,261)	
5220 TraLodging	153,907	97,000	(56,907)	
5300 DuesMemberships	162,448	129,450	(32,998)	
5450 Other Insurance	274,731	278,808	4,077	
5500 OpsHousekeeping	214,321	231,050	16,729	
5510 Gas & Electric	302,926	338,500	35,574	

	2019-20 Budget			
MSA Consolidated	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
5610 Rent & Leases	3,894,223	4,247,943	353,720	
5620 EquipmentLeases	224,739	192,202	(32,537)	
5630 Reps&MaintBldng	200,290	189,000	(11,290)	
5800 ProfessServices	1,059,737	981,957	(77,780)	
5810 Legal	858,745	331,000	(527,745)	
5811 Property Tax	3,393	-	(3,393)	
5813 SchPrgAftSchool	412,082	350,987	(61,095)	
5814 SchPrgAcadComps	57,253	63,000	5,747	
5819 SchlProgs-Other	103,976	140,301	36,325	
5820 Audit & CPA	172,716	189,771	17,055	
5825 DMSBusinessSvcs	500,000	520,000	20,000	
5835 Field Trips	226,202	301,283	75,081	
5836 FieldTrip Trans	92,215	63,860	(28,355)	
5840 MarkngStdtRecrt	182,588	194,000	11,412	
5850 Oversight Fees	418,674	432,626	13,952	
5857 Payroll Fees	205,730	192,878	(12,853)	
5860 Service Fees	37,756	43,055	5,298	
5861 Prior Year Services	24,079	10,000	(14,079)	
5863 Prof Developmnt	242,953	187,962	(54,992)	
5864 Prof Dev-Other	368,022	260,060	(107,962)	
5869 SpEd Ctrct Inst	969,806	805,446	(164,360)	
5872 SpEd Fees	278,743	248,880	(29,863)	
5875 StaffRecruiting	15,396	15,309	(87)	
5884 Substitutes	649,014	459,083	(189,931)	
5890 OthSvcsNon-Inst	2,191,251	76,014	(2,115,237)	Reflects no Prop 39 in 2019-20
5900 Communications	52,689	70,412	17,722	
5920 TelecomInternet	79,057	269,150	190,093	
5930 PostageDelivery	82,728	66,109	(16,619)	
5940 Technology	594,262	410,001	(184,261)	
5990 PY Services	-	-	-	
SUBTOTAL - Services & Operatio	**20,937,545**	**18,107,489**	**(2,830,056)**	
Capital Outlay & Depreciation				
6100 Site Imp (Pre-Capitalization)	677,569	-	(677,569)	No pre-cap improvements included
6400 EquipFixed	246,233	166,000	(80,233)	Reduced pre-cap equipment
6900 Depreciation	1,005,243	1,028,779	23,536	
SUBTOTAL - Cap Outlay & Depre	**1,929,045**	**1,194,779**	**(734,266)**	

2019-20 Budget				
MSA Consolidated	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	595,203	581,644	(13,559)	
SUBTOTAL - Other Outflows	**595,203**	**581,644**	**(13,559)**	
TOTAL EXPENSES	**58,811,350**	**56,046,121**	**(2,765,230)**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

All MPS

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	16,972,122	14,069,060	12,472,539	12,899,934	13,586,294	13,233,734	13,393,404	14,283,710	14,416,455	15,570,251	16,833,574	16,979,189		
Revenue														
LCFF Entitlement	1,248,595	1,890,297	3,530,876	4,141,994	3,103,074	3,103,074	4,141,994	3,550,358	4,360,295	4,680,935	3,527,525	3,527,525	1,986,181	**42,792,722**
Federal Revenue	-	-	356,343	-	-	422,533	214,666	214,666	214,666	214,666	214,666	214,666	310,551	**2,377,423**
Other State Revenues	242,984	242,984	648,485	437,372	437,372	711,714	437,372	271,448	482,560	271,448	307,150	545,789	(35,702)	**5,000,977**
Other Local Revenues	535,485	535,485	535,485	535,485	535,485	535,485	535,485	535,485	535,485	535,485	535,485	535,485	222,279	**6,648,094**
Total Revenue	**2,027,064**	**2,668,766**	**5,071,188**	**5,114,850**	**4,075,931**	**4,772,805**	**5,329,516**	**4,571,956**	**5,593,006**	**5,702,534**	**4,584,825**	**4,823,465**	**2,483,309**	**56,819,216**
Expenses														
Certificated Salaries	1,508,358	1,508,358	1,508,358	1,508,358	1,508,358	1,508,358	1,508,358	1,508,358	1,508,358	1,508,358	1,508,358	1,508,358	754,179	**18,854,481**
Classified Salaries	513,913	513,913	513,913	513,913	513,913	513,913	513,913	513,913	513,913	513,913	513,913	513,913	256,956	**6,423,908**
Benefits	723,338	723,338	723,338	723,338	723,338	723,338	723,338	723,338	723,338	723,338	723,338	723,338	361,669	**9,041,719**
Books and Supplies	147,368	147,368	147,368	147,368	147,368	147,368	147,368	147,368	147,368	147,368	147,368	147,368	73,684	**1,842,101**
Services and Operations	1,448,599	1,448,599	1,448,599	1,448,599	1,448,599	1,448,599	1,448,599	1,448,599	1,448,599	1,448,599	1,448,599	1,448,599	724,300	**18,107,489**
Depreciation / Cap Outlay	95,582	95,582	95,582	95,582	95,582	95,582	95,582	95,582	95,582	95,582	95,582	95,582	47,791	**1,194,779**
Other Outflows	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	23,266	**581,644**
Total Expenses	**4,483,690**	**4,483,690**	**4,483,690**	**4,483,690**	**4,483,690**	**4,483,690**	**4,483,690**	**4,483,690**	**4,483,690**	**4,483,690**	**4,483,690**	**4,483,690**	**2,241,845**	**56,046,121**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	2,370,242	-	-	-	-	-	-	-	-	-	-	-		**2,370,242**
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets	-	-	-	10,720	10,720	-	-	-	-	-	-	-		**21,440**
Due To (From)	0	0	0	0	0	0	0	0	0	0	0	0		**0**
Expenses - Prior Year Accruals	(3,065,741)	-	-	-	-	-	-	-	-	-	-	-		**(3,065,741)**
Accounts Payable - Current Year	204,583	173,924	(204,583)	-	-	(173,924)	-	-	-	-	-	-		**-**
Summerholdback for Teachers	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479		**533,748**
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(446,437)**	**218,403**	**(160,104)**	**55,199**	**55,199**	**(129,445)**	**44,479**	**44,479**	**44,479**	**44,479**	**44,479**	**44,479**		**(140,311)**
Total Change in Cash	**(2,903,063)**	**(1,596,520)**	**427,394**	**686,360**	**(352,560)**	**159,670**	**890,306**	**132,746**	**1,153,796**	**1,263,323**	**145,615**	**384,254**		**632,784**
ENDING CASH	**14,069,060**	**12,472,539**	**12,899,934**	**13,586,294**	**13,233,734**	**13,393,404**	**14,283,710**	**14,416,455**	**15,570,251**	**16,833,574**	**16,979,189**	**17,363,443**	<<< = 113 days cash	
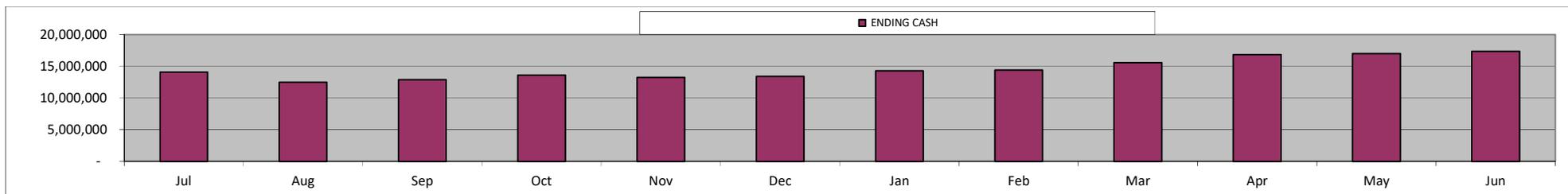
MSA-1   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $25,529.

This will allow MSA-1 to end this fiscal year with a balance of $4,946,962, which is 53.1% 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 $2,656,478, which represents 104 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $880,386 higher than in the prior year, due to average daily attendance (ADA) increasing by 61.

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 ($781,434) lower than in the prior year, due to removal of one-time grants 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 ($26,479) lower than in the prior year, 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 ($78,231) lower than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $369,410 higher than in the prior year, 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 ($257,602) lower than in the prior year.

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 $226,878 higher than in the prior year, 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 ($260,383) lower than in the prior year, reflecting updated depreciation and capital outlay projections.

	2019-20 Budget			
MSA 1	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	573	634	61	
SUMMARY				
Revenue				
LCFF Entitlement	6,427,154	7,307,540	880,386	Growth in ADA & LCFF funding
Federal Revenue	1,215,093	433,659	(781,434)	No CSFIG assumed in 19-20
Other State Revenues	1,372,354	1,345,875	(26,479)	No one-time (as of May Revise)
Other Local Revenues	324,392	246,161	(78,231)	SPED Concentration Grant
Total Revenue	**9,338,993**	**9,333,235**	**(5,758)**	
Expenditures				
Certificated Salaries	2,716,938	3,123,243	406,305	ADA growth + step/column
Classified Salaries	721,660	615,744	(105,915)	ADA growth + targeted adjustments
Benefits	1,228,220	1,297,240	69,020	Increasing to match staff costs
Books and Supplies	568,980	311,378	(257,602)	No one-time state funds
Services and Operating Exp.	3,599,223	3,826,100	226,878	Targeted adjustments
Depreciation & Cap Outlay	394,383	134,000	(260,383)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**9,229,404**	**9,307,706**	**78,302**	
Net Revenues	**109,589**	**25,529**	**(84,060)**	
Fund Balance				
Beginning Balance	4,811,844	4,921,433		
Net Revenues	109,589	25,529		
Ending Fund Balance	**4,921,433**	**4,946,962**		
Components of Fund Balance				
Available For Econ. Uncert.	3,542,424	3,827,699	41.1% of Exp.	
Restricted Balances	613,863	444,117	4.8% of Exp.	
Net Fixed Assets	765,146	675,146	7.3% of Exp.	
Ending Fund Balance	**4,921,433**	**4,946,962**	**53.1% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

	2019-20 Budget			
MSA 1	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	4,196,773	4,811,627	614,854	ADA growth + LCFF funding increase
8012 EPA Entitlement	848,599	1,035,750	187,151	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	1,381,782	1,460,163	78,381	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**6,427,154**	**7,307,540**	**880,386**	
Federal Revenue				
8181 SpEd - Revenue	67,875	82,500	14,625	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	1,147,218	351,159	(796,059)	No CSFIG assumed for 19-20
SUBTOTAL - Federal Revenue	**1,215,093**	**433,659**	**(781,434)**	
Other State Revenue				
8311 SpEd Revenue	319,485	359,700	40,215	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	112,699	18,526	(94,173)	No one-time funding
8560 StateLotteryRev	118,736	133,136	14,400	
8590 AllOthStateRev	821,434	834,513	13,079	No one-time funding, incr. SB740
SUBTOTAL - Other State Revenue	**1,372,354**	**1,345,875**	**(26,479)**	
Local Revenue				
8600 Other Local Revenue	49,892	23,000	(26,892)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	70,000	223,161	153,161	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

	2019-20 Budget			
MSA 1	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
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)	-	-	-	Not budgeted until awarded
8802 Private Donations/Grants	204,500	-	(204,500)	Not budgeted until awarded
8803 Fundraising	-	-	-	Not budgeted until awarded
8999 Revenues-Susp	-	-	-	
SUBTOTAL - Local Revenue	**324,392**	**246,161**	**(78,231)**	
TOTAL REVENUE	**9,338,993**	**9,333,235**	**(5,758)**	
EXPENDITURES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	2,275,331	2,647,598	372,268	ADA Growth + step/column
1300 Cert Adminis	441,607	475,645	34,038	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**2,716,938**	**3,123,243**	**406,305**	
Classified Salaries				
2100 Instructional Aides	-	119,773	119,773	Split out from 2900
2200 Classified Support	-	191,467	191,467	Split out from 2900
2400 Clerical & Tech	131,491	304,504	173,013	Targeted adjustments
2900 OtherClassStaff	590,169	-	(590,169)	Moving to 2100/2200
SUBTOTAL - Classified Salaries	**721,660**	**615,744**	**(105,915)**	
Employee Benefits				
3102 STRS	432,441	513,591	81,151	Corresponds to higher staff costs
3202 PERS	125,944	123,149	(2,795)	Corresponds to higher staff costs
3301 OASDI/Med	104,152	73,000	(31,152)	Corresponds to higher staff costs
3401 HlthWelfare	504,484	498,000	(6,484)	Reduced from 2018-19
3501 UnemployIns	24,816	63,500	38,684	
3601 WorkersCmp	36,371	25,000	(11,371)	Reduced from 2018-19
3701 Other Retirement	-	-	-	
3901 OthBenes	14	1,000	986	
SUBTOTAL - Employee Benefits	**1,228,220**	**1,297,240**	**69,020**	

MSA 1	**2019-20 Budget**			
	2018-19 Estimated Actuals	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	110,000	50,000	(60,000)	
4200 BooksOthRefMats	315	-	(315)	
4310 Ins Mats & Sups	300,357	40,000	(260,357)	No one-time funding
4315 OthrSupplies	14,600	20,000	5,400	
4320 Office Supplies	5,000	10,000	5,000	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	3,000	15,000	12,000	
4335 PE Supplies	6,940	10,000	3,060	
4340 Educat Software	61,235	50,378	(10,857)	
4345 NonInstStdntSup	6,200	5,000	(1,200)	
4346 TeacherSupplies	60	10,000	9,940	
4350 Cust. Supplies	20,000	30,000	10,000	
4351 Yearbook	-	-	-	
4390 Uniforms	-	-	-	
4400 NonCapEquip-Gen	3,000	10,000	7,000	
4410 ClssrmFrnEqp<5k	-	-	-	
4430 OffceFurnEqp<5k	5,100	10,000	4,900	
4440 Computers <$5k	10,000	36,000	26,000	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	-	-	-	
4720 Food:Other Food	23,173	15,000	(8,173)	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**568,980**	**311,378**	**(257,602)**	
Services & Other Operating Expenses				
5101 CMO Fees	994,835	895,132	(99,703)	Restores SA CMO fee
5205 Conference Fees	-	-	-	
5210 MilesParkTolls	-	12,500	12,500	
5215 TravConferences	-	-	-	
5220 TraLodging	2,601	10,000	7,399	
5300 DuesMemberships	10,688	25,000	14,312	
5450 Other Insurance	33,449	50,000	16,551	
5500 OpsHousekeeping	60,000	100,000	40,000	
5510 Gas & Electric	70,000	90,000	20,000	
5610 Rent & Leases	1,387,132	1,890,580	503,448	

MSA 1		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
	2019-20 Budget				
5620	EquipmentLeases	37,025	45,000	7,975	
5630	Reps&MaintBldng	59,580	60,000	420	
5800	ProfessServices	95,025	160,532	65,507	
5810	Legal	20,059	5,000	(15,059)	
5811	Property Tax	-	-	-	
5813	SchPrgAftSchool	9,237	-	(9,237)	
5814	SchPrgAcadComps	10,000	5,000	(5,000)	
5819	SchlProgs-Other	35,750	30,000	(5,750)	
5820	Audit & CPA	13,749	12,000	(1,749)	
5825	DMSBusinessSvcs	-	-	-	
5835	Field Trips	30,000	60,000	30,000	
5836	FieldTrip Trans	-	-	-	
5840	MarkngStdtRecrt	15,059	24,000	8,941	
5850	Oversight Fees	68,791	73,428	4,637	
5857	Payroll Fees	26,050	25,000	(1,050)	
5860	Service Fees	2,318	2,000	(318)	
5861	Prior Year Services	-	-	-	
5863	Prof Developmnt	27,686	16,400	(11,286)	
5864	Prof Dev-Other	54,939	37,000	(17,939)	
5869	SpEd Ctrct Inst	100,025	46,478	(53,547)	
5872	SpEd Fees	15,494	14,116	(1,378)	
5875	StaffRecruiting	-	-	-	
5884	Substitutes	30,900	40,000	9,100	
5890	OthSvcsNon-Inst	305,426	20,000	(285,426)	Reflects no Prop 39 in 2019-20
5900	Communications		10,000	10,000	
5920	TelecomInternet	5,000	30,000	25,000	
5930	PostageDelivery	15,000	10,000	(5,000)	
5940	Technology	63,405	26,934	(36,471)	
5990	PY Services	-	-	-	
	SUBTOTAL - Services & Operations	**3,599,223**	**3,826,100**	**226,878**	
Capital Outlay & Depreciation					
6100	Site Imp (Pre-Capitalization)	298,911	-	(298,911)	No pre-cap improvements included
6400	EquipFixed	24,000	44,000	20,000	Reduced pre-cap equipment
6900	Depreciation	71,472	90,000	18,528	
	SUBTOTAL - Cap Outlay & Dep.	**394,383**	**134,000**	**(260,383)**	

2019-20 Budget				
MSA 1	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	**-**	**-**	**-**	
TOTAL EXPENDITURES	**9,229,404**	**9,307,706**	**78,302**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	3,317,990	3,151,672	2,756,854	2,761,966	2,831,161	2,688,207	2,656,478	2,753,383	2,771,768	2,932,471	3,255,826	3,273,457	3,333,635	
Revenue														
LCFF Entitlement	209,839	292,746	543,523	700,402	488,252	488,252	700,402	611,223	720,257	916,194	610,469	610,469	415,513	7,307,540
Federal Revenue	-	-	70,232	-	-	79,398	38,430	38,430	38,430	38,430	38,430	38,430	53,449	433,659
Other State Revenues	57,046	57,046	135,967	102,683	102,683	145,230	102,683	113,342	146,626	113,342	113,342	155,889	-	1,345,875
Other Local Revenues	20,513	20,513	20,513	20,513	20,513	20,513	20,513	20,513	20,513	20,513	20,513	20,513	-	246,161
Total Revenue	287,398	370,305	770,235	823,598	611,448	733,394	862,028	783,508	925,826	1,088,479	782,753	825,300	468,963	9,333,235
Expenses														
Certificated Salaries	249,859	249,859	249,859	249,859	249,859	249,859	249,859	249,859	249,859	249,859	249,859	249,859	124,930	3,123,243
Classified Salaries	49,260	49,260	49,260	49,260	49,260	49,260	49,260	49,260	49,260	49,260	49,260	49,260	24,630	615,744
Benefits	103,779	103,779	103,779	103,779	103,779	103,779	103,779	103,779	103,779	103,779	103,779	103,779	51,890	1,297,240
Books and Supplies	24,910	24,910	24,910	24,910	24,910	24,910	24,910	24,910	24,910	24,910	24,910	24,910	12,455	311,378
Services and Operations	306,088	306,088	306,088	306,088	306,088	306,088	306,088	306,088	306,088	306,088	306,088	306,088	153,044	3,826,100
Depreciation / Cap Outlay	10,720	10,720	10,720	10,720	10,720	10,720	10,720	10,720	10,720	10,720	10,720	10,720	5,360	134,000
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	744,617	744,617	744,617	744,617	744,617	744,617	744,617	744,617	744,617	744,617	744,617	744,617	372,308	9,307,706
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	538,305								-	-	-	-	-	538,305
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		-
Other Assets			-	-	-	-	-	-	-	-	-	-		-
Fixed Assets			-	10,720	10,720	-	-	-	-	-	-	-		21,440
Due To (From)	(24,852)	(24,852)	(24,852)	(24,852)	(24,852)	(24,852)	(24,852)	(24,852)	(24,852)	(24,852)	(24,852)	(24,852)		(298,228)
Expenses - Prior Year Accruals	(226,899)		-	-	-	-	-	-	-	-	-	-		(226,899)
Accounts Payable - Current Year									-	-	-	-		-
Summer Holdback for Teachers	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346		52,152
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	290,900	(20,506)	(20,506)	(9,786)	(9,786)	(20,506)	(20,506)	(20,506)	(20,506)	(20,506)	(20,506)	(20,506)		86,770
Total Change in Cash	(166,319)	(394,818)	5,112	69,195	(142,955)	(31,729)	96,905	18,385	160,703	323,356	17,631	60,178		112,299
ENDING CASH	3,151,672	2,756,854	2,761,966	2,831,161	2,688,207	2,656,478	2,753,383	2,771,768	2,932,471	3,255,826	3,273,457	3,333,635	<<< = 131 days cash	
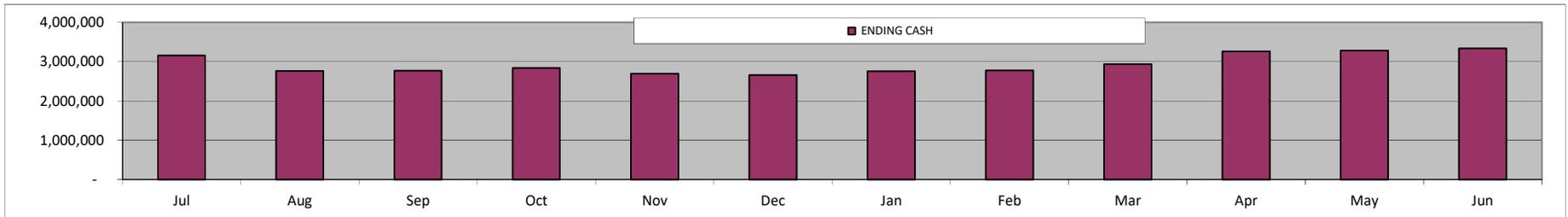
MSA-2   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $69,059.

This will allow MSA-2 to end this fiscal year with a balance of $862,734, which is 14.9% 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 $887,604, which represents 56 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $302,500 higher than in the prior year, due to average daily attendance (ADA) increasing by 15.

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 ($20,200) lower than in the prior year, 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 ($111,746) lower than in the prior year, 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 $112,463 higher than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $171,833 higher than in the prior year, 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 ($66,962) lower than in the prior year.

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 ($280,805) lower than in the prior year, due primarily to ending the one-time 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 $70,516 higher than in the prior year, reflecting updated depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 2	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	422	437	15	
SUMMARY				
Revenue				
LCFF Entitlement	4,679,290	4,981,790	302,500	Growth in ADA & LCFF funding
Federal Revenue	312,059	296,037	(16,021)	
Other State Revenues	497,517	385,771	(111,746)	No one-time (as of May Revise)
Other Local Revenues	94,185	206,648	112,463	SPED Concentration Grant
Total Revenue	**5,583,050**	**5,870,246**	**287,196**	
Expenditures				
Certificated Salaries	2,064,742	2,279,329	214,587	ADA growth + step/column
Classified Salaries	614,405	551,004	(63,400)	ADA growth + targeted adjustments
Benefits	1,008,649	1,029,296	20,647	Increasing to match staff costs
Books and Supplies	256,744	189,782	(66,962)	No one-time state funds
Services and Operating Exp.	1,892,581	1,611,777	(280,805)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	69,484	140,000	70,516	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**5,906,605**	**5,801,188**	**(105,418)**	
Net Revenues	**(323,555)**	**69,059**	**392,614**	
Fund Balance				
Beginning Balance	1,117,230	793,675		
Net Revenues	(323,555)	69,059		
Ending Fund Balance	**793,675**	**862,734**		
Components of Fund Balance				
Available For Econ. Uncert.	726,390	870,899	15.0% of Exp.	
Restricted Balances	19,711	14,261	0.2% of Exp.	
Net Fixed Assets	47,574	(22,426)	-0.4% of Exp.	
Ending Fund Balance	**793,675**	**862,734**	**14.9% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

	2019-20 Budget			
MSA 2	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	3,049,043	3,274,680	225,637	ADA growth + LCFF funding increase
8012 EPA Entitlement	611,657	699,123	87,466	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	1,018,590	1,007,987	(10,603)	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**4,679,290**	**4,981,790**	**302,500**	
Federal Revenue				
8181 SpEd - Revenue	58,875	61,381	2,506	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	253,184	234,656	(18,527)	
SUBTOTAL - Federal Revenue	**312,059**	**296,037**	**(16,021)**	
Other State Revenue				
8311 SpEd Revenue	231,807	283,641	51,834	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	93,495	12,312	(81,183)	No one-time funding
8560 StateLotteryRev	86,151	89,818	3,667	
8590 AllOthStateRev	86,064	-	(86,064)	No one-time funding
SUBTOTAL - Other State Revenue	**497,517**	**385,771**	**(111,746)**	
Local Revenue				
8600 Other Local Revenue	30,837	4,834	(26,003)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	63,348	201,814	138,465	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

MSA 2		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
	2019-20 Budget				
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	-	-	-	
	SUBTOTAL - Local Revenue	**94,185**	**206,648**	**112,463**	
TOTAL REVENUE		**5,583,050**	**5,870,246**	**287,196**	
EXPENDITURES DETAIL					
Certificated Salaries					
1100	TeacherSalaries	1,782,935	1,908,969	126,034	ADA Growth + step/column
1300	Cert Adminis	281,807	370,360	88,553	ADA Growth + step/column
	SUBTOTAL - Certificated Salaries	**2,064,742**	**2,279,329**	**214,587**	
Classified Salaries					
2100	Instructional Aides	-	119,885	119,885	Split out from 2900
2200	Classified Support	-	113,390	113,390	Split out from 2900
2400	Clerical & Tech	252,713	317,729	65,016	Targeted adjustments
2900	OtherClassStaff	361,692	-	(361,692)	Moving to 2100/2200
	SUBTOTAL - Classified Salaries	**614,405**	**551,004**	**(63,400)**	
Employee Benefits					
3101	STRS	335,594	377,595	42,001	Corresponds to higher staff costs
3202	PERS	84,177	110,201	26,024	Corresponds to higher staff costs
3301	OASDI/Med	73,118	57,000	(16,118)	Corresponds to higher staff costs
3401	HlthWelfare	486,275	450,000	(36,275)	
3501	UnemployIns	1,533	2,500	967	
3601	WorkersCmp	27,642	30,000	2,358	
3701	Other Retirement	-	-	-	
3901	OthBenes	310	2,000	1,690	
	SUBTOTAL - Employee Benefits	**1,008,649**	**1,029,296**	**20,647**	

	2019-20 Budget			
MSA 2	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	81,500	48,000	(33,500)	
4200 BooksOthRefMats	-	3,000	3,000	
4310 Ins Mats & Sups	60,072	8,000	(52,072)	No one-time funding
4315 OthrSupplies	-	-	-	
4320 Office Supplies	9,000	9,000	-	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	-	-	-	
4335 PE Supplies	628	5,000	4,372	
4340 Educat Software	42,429	57,782	15,353	
4345 NonInstStdntSup	15,337	7,000	(8,337)	
4346 TeacherSupplies	-	-	-	
4350 Cust. Supplies	-	3,000	3,000	
4351 Yearbook	-	-	-	
4390 Uniforms	-	-	-	
4400 NonCapEquip-Gen	-	-	-	
4410 ClssrmFrnEqp<5k	10,000	7,000	(3,000)	
4430 OffceFurnEqp<5k	6,000	3,000	(3,000)	
4440 Computers <$5k	10,625	30,000	19,375	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	-	-	-	
4720 Food:Other Food	21,153	9,000	(12,153)	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**256,744**	**189,782**	**(66,962)**	
Services & Other Operating Expenses				
5101 CMO Fees	898,892	811,213	(87,679)	
5205 Conference Fees	3,000	5,000	2,000	
5210 MilesParkTolls	-	5,000	5,000	
5215 TravConferences	1,500	5,000	3,500	
5220 TraLodging	-	-	-	
5300 DuesMemberships	6,000	6,000	-	
5450 Other Insurance	27,746	24,000	(3,746)	
5500 OpsHousekeeping	26,000	20,000	(6,000)	
5510 Gas & Electric	-	-	-	
5610 Rent & Leases	125,833	145,000	19,167	

	2019-20 Budget			
MSA 2	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
5620 EquipmentLeases	24,000	20,000	(4,000)	
5630 Reps&MaintBldng	28,749	20,000	(8,749)	
5800 ProfessServices	42,854	40,171	(2,683)	
5810 Legal	20,000	20,000	-	
5811 Property Tax	-	-	-	
5813 SchPrgAftSchool	2,000	-	(2,000)	
5814 SchPrgAcadComps	14,000	19,000	5,000	
5819 SchlProgs-Other	10,372	33,000	22,628	
5820 Audit & CPA	10,000	10,000	-	
5825 DMSBusinessSvcs	-	-	-	
5835 Field Trips	25,000	42,000	17,000	
5836 FieldTrip Trans	-	-	-	
5840 MarkngStdtRecrt	10,000	10,000	-	
5850 Oversight Fees	49,169	50,357	1,188	
5857 Payroll Fees	17,300	17,000	(300)	
5860 Service Fees	1,500	1,500	-	
5861 Prior Year Services	-	-	-	
5863 Prof Developmnt	15,342	10,000	(5,342)	
5864 Prof Dev-Other	51,100	59,000	7,900	
5869 SpEd Ctrct Inst	74,175	75,000	825	
5872 SpEd Fees	12,147	13,801	1,654	
5875 StaffRecruiting	-	-	-	
5884 Substitutes	94,853	70,000	(24,853)	
5890 OthSvcsNon-Inst	252,814	21,045	(231,769)	Reflects no Prop 39 in 2019-20
5900 Communications	5,000	-	(5,000)	
5920 TelecomInternet	4,635	28,000	23,365	
5930 PostageDelivery	7,000	6,000	(1,000)	
5940 Technology	31,600	24,690	(6,910)	
5990 PY Services	-	-	-	
SUBTOTAL - Services & Operations	**1,892,581**	**1,611,777**	**(280,805)**	
Capital Outlay & Depreciation				
6100 Site Imp (Pre-Capitalization)	-	-	-	
6400 EquipFixed	-	70,000	70,000	Reduced pre-cap equipment
6900 Depreciation	69,484	70,000	516	
SUBTOTAL - Cap Outlay & Dep.	**69,484**	**140,000**	**70,516**	

2019-20 Budget			
MSA 2	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	-	-	-	
TOTAL EXPENDITURES	**5,906,605**	**5,801,188**	**(105,418)**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-2

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,404,445	1,098,805	887,604	941,581	1,038,342	982,189	1,008,398	1,131,534	1,140,038	1,228,577	1,421,774	1,418,324	1,443,485	
Revenue														
LCFF Entitlement	152,452	213,568	396,645	508,815	355,901	355,901	508,815	401,028	458,610	585,723	389,075	389,075	266,181	4,981,790
Federal Revenue	-	-	46,931	-	-	53,751	26,375	26,375	26,375	26,375	26,375	26,375	37,106	296,037
Other State Revenues	15,894	15,894	51,063	28,608	28,608	57,219	28,608	21,762	44,217	21,762	21,762	50,373	-	385,771
Other Local Revenues	17,221	17,221	17,221	17,221	17,221	17,221	17,221	17,221	17,221	17,221	17,221	17,221	-	206,648
Total Revenue	185,566	246,682	511,859	554,644	401,730	484,092	581,019	466,386	546,422	651,081	454,433	483,044	303,287	5,870,246
Expenses														
Certificated Salaries	182,346	182,346	182,346	182,346	182,346	182,346	182,346	182,346	182,346	182,346	182,346	182,346	91,173	2,279,329
Classified Salaries	44,080	44,080	44,080	44,080	44,080	44,080	44,080	44,080	44,080	44,080	44,080	44,080	22,040	551,004
Benefits	82,344	82,344	82,344	82,344	82,344	82,344	82,344	82,344	82,344	82,344	82,344	82,344	41,172	1,029,296
Books and Supplies	15,183	15,183	15,183	15,183	15,183	15,183	15,183	15,183	15,183	15,183	15,183	15,183	7,591	189,782
Services and Operations	128,942	128,942	128,942	128,942	128,942	128,942	128,942	128,942	128,942	128,942	128,942	128,942	64,471	1,611,777
Depreciation / Cap Outlay	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	5,600	140,000
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	464,095	464,095	464,095	464,095	464,095	464,095	464,095	464,095	464,095	464,095	464,095	464,095	232,048	5,801,188
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	276,319													276,319
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)	27,113													27,113
Expenses - Prior Year Accruals	(336,755)							-	-	-	-	-		(336,755)
Accounts Payable - Current Year								-	-	-	-	-		-
Summer Holdback for Teachers	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212		74,544
Loans Payable (Current)		-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)		-	-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	(27,111)	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212		41,221
Total Change in Cash	(305,640)	(211,201)	53,976	96,761	(56,153)	26,209	123,136	8,503	88,539	193,198	(3,450)	25,161		110,280
ENDING CASH	1,098,805	887,604	941,581	1,038,342	982,189	1,008,398	1,131,534	1,140,038	1,228,577	1,421,774	1,418,324	1,443,485	<<< = 91 days cash	
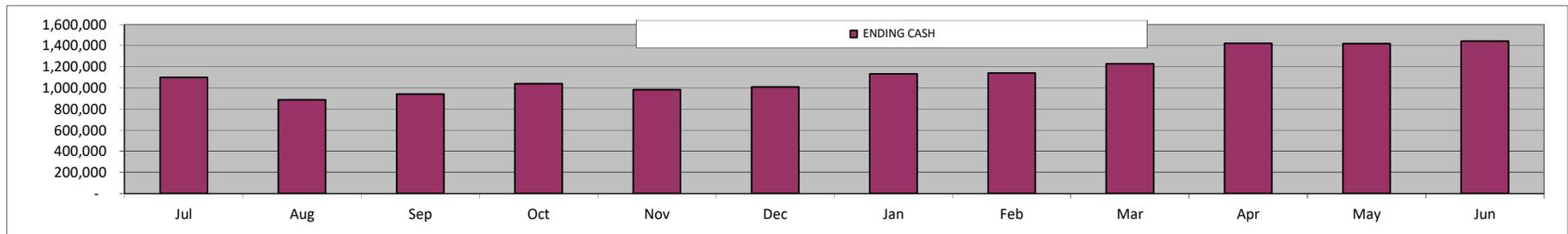
MSA-3   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $66,465.

This will allow MSA-3 to end this fiscal year with a balance of $810,430, which is 13.5% 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 $381,760, 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $61,960 higher than in the prior year, due to average daily attendance (ADA) decreasing by 9.

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 ($20,200) lower than in the prior year, due to 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 ($226,259) lower than in the prior year, 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 ($70,790) lower than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $198,505 higher than in the prior year, 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 ($73,156) lower than in the prior year.

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 ($750,729) lower than in the prior year, due primarily to ending the one-time 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 ($16,128) lower than in the prior year, reflecting updated depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 3	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	489	480	(9)	
SUMMARY				
Revenue				
LCFF Entitlement	5,237,289	5,299,249	61,960	Growth in ADA & LCFF funding
Federal Revenue	271,573	251,373	(20,200)	
Other State Revenues	705,630	479,371	(226,259)	No one-time (as of May Revise)
Other Local Revenues	106,919	36,129	(70,790)	SPED Concentration Grant
Total Revenue	**6,321,411**	**6,066,121**	**(255,290)**	
Expenditures				
Certificated Salaries	2,076,799	2,209,823	133,024	ADA growth + step/column
Classified Salaries	626,277	616,864	(9,414)	ADA growth + targeted adjustments
Benefits	964,699	1,039,594	74,895	Increasing to match staff costs
Books and Supplies	228,258	155,103	(73,156)	No one-time state funds
Services and Operating Exp.	2,661,326	1,910,596	(750,729)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	83,804	67,677	(16,128)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**6,641,163**	**5,999,656**	**(641,507)**	
Net Revenues	**(319,752)**	**66,465**	**386,218**	
Fund Balance				
Beginning Balance	1,063,717	743,965		
Net Revenues	(319,752)	66,465		
Ending Fund Balance	**743,965**	**810,430**		
Components of Fund Balance				
Available For Econ. Uncert.	692,706	831,936	13.9% of Exp.	
Restricted Balances	18,400	13,312	0.2% of Exp.	
Net Fixed Assets	32,859	(34,818)	-0.6% of Exp.	
Ending Fund Balance	**743,965**	**810,430**	**13.5% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 3	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	3,353,289	3,430,548	77,259	ADA growth + LCFF funding increase
8012 EPA Entitlement	703,828	762,194	58,366	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	1,180,172	1,106,507	(73,665)	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**5,237,289**	**5,299,249**	**61,960**	
Federal Revenue				
8181 SpEd - Revenue	56,875	61,250	4,375	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	214,698	190,123	(24,575)	
SUBTOTAL - Federal Revenue	**271,573**	**251,373**	**(20,200)**	
Other State Revenue				
8311 SpEd Revenue	308,346	257,250	(51,096)	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	93,834	13,490	(80,344)	No one-time funding
8560 StateLotteryRev	88,839	95,397	6,558	
8590 AllOthStateRev	214,611	113,234	(101,377)	No one-time funding
SUBTOTAL - Other State Revenue	**705,630**	**479,371**	**(226,259)**	
Local Revenue				
8600 Other Local Revenue	32,224	-	(32,224)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	74,695	36,129	(38,566)	SPED Concentration Grant
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	-	-	-	

2019-20 Budget				
MSA 3	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
8791 SpEd Revenue (Local)	-	-	-	
8802 Private Donations/Grants	-	-	-	
8803 Fundraising	-	-	-	
8999 Revenues-Susp	-	-	-	
SUBTOTAL - Local Revenue	**106,919**	**36,129**	**(70,790)**	
TOTAL REVENUE	**6,321,411**	**6,066,121**	**(255,290)**	
EXPENDITURES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	1,621,936	1,854,887	232,951	ADA Growth + step/column
1300 Cert Adminis	454,863	354,936	(99,927)	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**2,076,799**	**2,209,823**	**133,024**	
Classified Salaries				
2100 Instructional Aides	-	-	-	Split out from 2900
2200 Classified Support	-	-	-	Split out from 2900
2400 Clerical & Tech	189,254	174,311	(14,943)	Targeted adjustments
2900 OtherClassStaff	437,023	442,552	5,529	Moving to 2100/2200
SUBTOTAL - Classified Salaries	**626,277**	**616,864**	**(9,414)**	
Employee Benefits				
3101 STRS	340,002	364,450	24,448	Corresponds to higher staff costs
3202 PERS	101,534	127,691	26,156	Corresponds to higher staff costs
3301 OASDI/Med	78,520	78,094	(426)	
3401 HlthWelfare	414,892	420,000	5,108	
3501 UnemployIns	2,473	1,422	(1,051)	
3601 WorkersCmp	27,278	17,937	(9,341)	
3701 Other Retirement	-	-	-	
3901 OthBenes	-	30,000	30,000	
SUBTOTAL - Employee Benefits	**964,699**	**1,039,594**	**74,895**	
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	38,244	30,000	(8,244)	
4200 BooksOthRefMats	4,000	4,000	-	
4310 Ins Mats & Sups	73,219	27,083	(46,136)	No one-time funding
4315 OthrSupplies	4,000	-	(4,000)	
4320 Office Supplies	11,000	11,000	-	
4325 ProfDevMat&Sups	500	500	-	
4326 Arts&MusicSupps	1,500	1,500	-	
4335 PE Supplies	2,000	2,000	-	
4340 Educat Software	57,633	48,060	(9,573)	
4345 NonInstStdntSup	8,400	7,000	(1,400)	
4346 TeacherSupplies	1,000	1,000	-	

MSA 3		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
		2019-20 Budget			
4350	Cust. Supplies	300	300	-	
4351	Yearbook	-	-	-	
4390	Uniforms	500	500	-	
4400	NonCapEquip-Gen	5,820	-	(5,820)	
4410	ClssrmFrnEqp<5k	1,300	-	(1,300)	
4430	OffceFurnEqp<5k	-	8,120	8,120	
4440	Computers <$5k	6,602	7,400	798	
4460	Fixed Asset Suspense	-	-	-	
4710	Food	-	-	-	
4720	Food:Other Food	12,240	6,640	(5,600)	
4990	Prior Year Exp	-	-	-	
4999	Misc Exp-Suspense	-	-	-	
	SUBTOTAL - Books and Supplies	**228,258**	**155,103**	**(73,156)**	
	Services & Other Operating Expenses				
5101	CMO Fees	991,104	895,132	(95,972)	
5205	Conference Fees	-	-	-	
5210	MilesParkTolls	2,244	2,244	-	
5215	TravConferences	-	-	-	
5220	TraLodging	840	1,500	660	
5300	DuesMemberships	10,300	10,300	-	
5450	Other Insurance	27,808	27,808	-	
5500	OpsHousekeeping	5,150	5,150	-	
5510	Gas & Electric	-	-	-	
5610	Rent & Leases	405,200	255,000	(150,200)	As per site-level discussion
5620	EquipmentLeases	16,068	16,068	-	
5630	Reps&MaintBldng	7,905	3,000	(4,905)	
5800	ProfessServices	55,405	70,619	15,214	
5810	Legal	168,972	50,000	(118,972)	As per site-level discussion
5811	Property Tax	-	-	-	
5813	SchPrgAftSchool	113,234	113,234	-	
5814	SchPrgAcadComps	2,000	5,000	3,000	
5819	SchlProgs-Other	16,750	35,305	18,555	
5820	Audit & CPA	10,313	10,313	-	
5825	DMSBusinessSvcs	-	-	-	
5835	Field Trips	36,120	34,987	(1,133)	
5836	FieldTrip Trans	-	-	-	
5840	MarkngStdtRecrt	10,000	10,000	-	
5850	Oversight Fees	49,073	53,481	4,408	
5857	Payroll Fees	26,014	25,714	(300)	
5860	Service Fees	2,515	515	(2,000)	
5861	Prior Year Services	-	-	-	
5863	Prof Developmnt	44,963	6,500	(38,463)	

	2019-20 Budget			
MSA 3	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
5864 Prof Dev-Other	29,000	19,928	(9,072)	
5869 SpEd Ctrct Inst	118,815	98,800	(20,015)	
5872 SpEd Fees	11,720	12,740	1,020	
5875 StaffRecruiting	309	309	-	
5884 Substitutes	162,862	55,378	(107,484)	As per site-level discussion
5890 OthSvcsNon-Inst	268,789	13,390	(255,400)	Reflects no Prop 39 in 2019-20
5900 Communications	4,075	9,962	5,887	
5920 TelecomInternet	23,512	36,000	12,488	
5930 PostageDelivery	6,896	6,896	-	
5940 Technology	33,370	25,325	(8,045)	
5990 PY Services	-	-	-	
SUBTOTAL - Services & Operations	**2,661,326**	**1,910,596**	**(750,729)**	
Capital Outlay & Depreciation				
6100 Site Imp (Pre-Capitalization)	-	-	-	
6400 EquipFixed	20,000	-	(20,000)	Reduced pre-cap equipment
6900 Depreciation	63,804	67,677	3,872	
SUBTOTAL - Cap Outlay & Dep.	**83,804**	**67,677**	**(16,128)**	
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	**-**	**-**	**-**	
TOTAL EXPENDITURES	**6,641,163**	**5,999,656**	**(641,507)**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-3

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	928,409	589,302	381,760	461,953	609,022	580,135	626,671	796,389	775,108	823,931	983,710	938,349	923,583	
Revenue														
LCFF Entitlement	167,664	238,475	443,417	572,167	396,210	396,210	572,167	411,662	457,917	592,722	387,582	387,582	275,474	5,299,249
Federal Revenue	-	-	38,025	-	-	44,830	22,649	22,649	22,649	22,649	22,649	22,649	32,623	251,373
Other State Revenues	26,148	26,148	70,915	47,066	47,066	77,660	47,066	16,572	40,421	16,572	16,572	47,166	-	479,371
Other Local Revenues	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	-	36,129
Total Revenue	196,823	267,633	555,367	622,244	446,287	521,711	644,893	453,893	523,998	634,954	429,814	460,408	308,098	6,066,121
Expenses														
Certificated Salaries	176,786	176,786	176,786	176,786	176,786	176,786	176,786	176,786	176,786	176,786	176,786	176,786	88,393	2,209,823
Classified Salaries	49,349	49,349	49,349	49,349	49,349	49,349	49,349	49,349	49,349	49,349	49,349	49,349	24,675	616,864
Benefits	83,168	83,168	83,168	83,168	83,168	83,168	83,168	83,168	83,168	83,168	83,168	83,168	41,584	1,039,594
Books and Supplies	12,408	12,408	12,408	12,408	12,408	12,408	12,408	12,408	12,408	12,408	12,408	12,408	6,204	155,103
Services and Operations	152,848	152,848	152,848	152,848	152,848	152,848	152,848	152,848	152,848	152,848	152,848	152,848	76,424	1,910,596
Depreciation / Cap Outlay	5,414	5,414	5,414	5,414	5,414	5,414	5,414	5,414	5,414	5,414	5,414	5,414	2,707	67,677
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	479,972	479,972	479,972	479,972	479,972	479,972	479,972	479,972	479,972	479,972	479,972	479,972	239,986	5,999,656
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	330,929													330,929
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)	3,699		-	-	-	-	-	-	-	-	-	-		3,699
Expenses - Prior Year Accruals	(395,384)								-	-	-	-		(395,384)
Accounts Payable - Current Year									-	-	-	-		-
Summer Holdback for Teachers	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798		57,576
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	(55,958)	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798		(3,180)
Total Change in Cash	(339,107)	(207,541)	80,193	147,069	(28,888)	46,536	169,718	(21,281)	48,823	159,779	(45,361)	(14,766)		63,285
ENDING CASH	589,302	381,760	461,953	609,022	580,135	626,671	796,389	775,108	823,931	983,710	938,349	923,583	<<< = 56 days cash	
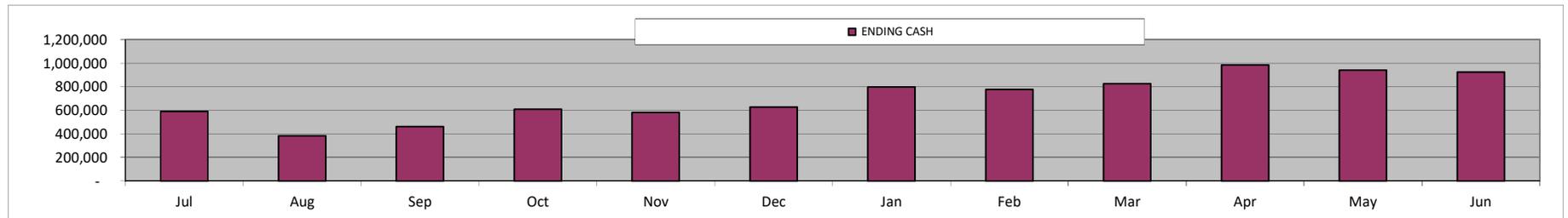
MSA-4   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $23,989.

This will allow MSA-4 to end this fiscal year with a balance of $906,984, which is 41.6% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is $714,111, which represents 119 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $7,961 higher than in the prior year, due to average daily attendance (ADA) decreasing by 7.

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 ($22,446) lower than in the prior year, due to 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 ($45,825) lower than in the prior year, 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 $43,078 higher than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are ($164,907) lower than in the prior year, 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 ($48,685) lower than in the prior year.

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 ($415,148) lower than in the prior year, due primarily to ending the one-time 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 prior year, reflecting stable depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 4	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	165	158	(7)	
SUMMARY				
Revenue				
LCFF Entitlement	1,828,438	1,836,399	7,961	Growth in LCFF funding
Federal Revenue	131,364	108,918	(22,446)	
Other State Revenues	193,363	147,538	(45,825)	No one-time (as of May Revise)
Other Local Revenues	70,759	113,837	43,078	SPED Concentration Grant
Total Revenue	**2,223,924**	**2,206,692**	**(17,232)**	
Expenditures				
Certificated Salaries	1,001,697	903,472	(98,225)	ADA growth + step/column
Classified Salaries	170,738	129,093	(41,645)	ADA growth + targeted adjustments
Benefits	428,944	403,907	(25,037)	Increasing to match staff costs
Books and Supplies	119,347	70,662	(48,685)	No one-time state funds
Services and Operating Exp.	1,071,406	656,258	(415,148)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	19,312	19,312	-	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**2,811,443**	**2,182,703**	**(628,740)**	
Net Revenues	**(587,519)**	**23,989**	**611,509**	
Fund Balance				
Beginning Balance	1,470,514	882,995		
Net Revenues	(587,519)	23,989		
Ending Fund Balance	**882,995**	**906,984**		
Components of Fund Balance				
Available For Econ. Uncert.	821,382	870,654	39.9% of Exp.	
Restricted Balances	21,591	15,621	0.7% of Exp.	
Net Fixed Assets	40,021	20,709	0.9% of Exp.	
Ending Fund Balance	**882,995**	**906,984**	**41.6% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

	2019-20 Budget			
MSA 4	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	1,183,426	1,210,872	27,446	LCFF funding increase
8012 EPA Entitlement	247,102	261,270	14,168	LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	397,910	364,257	(33,653)	LCFF funding increase
SUBTOTAL - LCFF Entitlement	**1,828,438**	**1,836,399**	**7,961**	
Federal Revenue				
8181 SpEd - Revenue	33,606	34,918	1,312	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	97,758	74,000	(23,758)	
SUBTOTAL - Federal Revenue	**131,364**	**108,918**	**(22,446)**	
Other State Revenue				
8311 SpEd Revenue	105,102	103,578	(1,524)	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	37,175	6,912	(30,263)	No one-time funding
8560 StateLotteryRev	33,302	37,048	3,746	
8590 AllOthStateRev	17,784	-	(17,784)	No one-time funding
SUBTOTAL - Other State Revenue	**193,363**	**147,538**	**(45,825)**	
Local Revenue				
8600 Other Local Revenue	1,200	-	(1,200)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	24,559	113,837	89,278	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

2019-20 Budget				
MSA 4	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
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)	45,000	-	(45,000)	Not projected
8802 Private Donations/Grants	-	-	-	
8803 Fundraising	-	-	-	
8999 Revenues-Susp	-	-	-	
SUBTOTAL - Local Revenue	**70,759**	**113,837**	**43,078**	
TOTAL REVENUE	**2,223,924**	**2,206,692**	**(17,232)**	
EXPENDITURES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	828,185	709,978	(118,207)	ADA Growth + step/column
1300 Cert Adminis	173,512	193,494	19,982	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**1,001,697**	**903,472**	**(98,225)**	
Classified Salaries				
2100 Instructional Aides	-	-	-	
2200 Classified Support	-	-	-	
2400 Clerical & Tech	59,659	77,704	18,045	Targeted adjustments
2900 OtherClassStaff	111,079	51,389	(59,690)	Targeted adjustments
SUBTOTAL - Classified Salaries	**170,738**	**129,093**	**(41,645)**	
Employee Benefits				
3101 STRS	189,542	153,487	(36,056)	Corresponds to higher staff costs
3202 PERS	12,604	26,722	14,118	
3301 OASDI/Med	26,135	26,935	800	
3401 HlthWelfare	188,358	168,000	(20,358)	Reduced from 2018-19
3501 UnemployIns	615	513	(102)	
3601 WorkersCmp	11,481	8,750	(2,731)	Reduced from 2018-19
3701 Other Retirement	-	-	-	
3901 OthBenes	209	19,500	19,291	
SUBTOTAL - Employee Benefits	**428,944**	**403,907**	**(25,037)**	

MSA 4	2019-20 Budget			
	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	17,118	-	(17,118)	
4200 BooksOthRefMats	-	-	-	
4310 Ins Mats & Sups	46,015	10,744	(35,271)	No one-time funding
4315 OthrSupplies	-	-	-	
4320 Office Supplies	6,800	11,000	4,200	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	-	-	-	
4335 PE Supplies	1,000	-	(1,000)	
4340 Educat Software	30,396	35,793	5,397	
4345 NonInstStdntSup	6,200	-	(6,200)	
4346 TeacherSupplies	-	-	-	
4350 Cust. Supplies	-	-	-	
4351 Yearbook	-	-	-	
4390 Uniforms	-	-	-	
4400 NonCapEquip-Gen	9,818	-	(9,818)	
4410 ClssrmFrnEqp<5k	-	-	-	
4430 OffceFurnEqp<5k	-	-	-	
4440 Computers <$5k	-	11,125	11,125	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	-	-	-	
4720 Food:Other Food	2,000	2,000	-	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**119,347**	**70,662**	**(48,685)**	
Services & Other Operating Expenses				
5101 CMO Fees	77,657	67,135	(10,522)	
5205 Conference Fees	2,000	-	(2,000)	
5210 MilesParkTolls	-	-	-	
5215 TravConferences	14,700	2,500	(12,200)	
5220 TraLodging	11,715	-	(11,715)	
5300 DuesMemberships	4,567	5,000	433	
5450 Other Insurance	11,273	12,000	727	
5500 OpsHousekeeping	656	800	144	
5510 Gas & Electric	-	-	-	
5610 Rent & Leases	187,740	133,000	(54,740)	As per site-level discussion

MSA 4		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
		2019-20 Budget			
5620	EquipmentLeases	22,134	22,134	-	
5630	Reps&MaintBldng	7,000	7,000	-	
5800	ProfessServices	91,913	56,329	(35,584)	As per site-level discussion
5810	Legal	25,000	15,000	(10,000)	As per site-level discussion
5811	Property Tax	-	-	-	
5813	SchPrgAftSchool	1,000	1,000	-	
5814	SchPrgAcadComps	5,000	5,000	-	
5819	SchlProgs-Other	1,750	7,397	5,647	
5820	Audit & CPA	10,850	10,850	-	
5825	DMSBusinessSvcs	-	-	-	
5835	Field Trips	7,200	5,000	(2,200)	
5836	FieldTrip Trans	63,860	63,860	-	
5840	MarkngStdtRecrt	10,000	10,000	-	
5850	Oversight Fees	19,202	19,449	247	
5857	Payroll Fees	10,044	10,044	-	
5860	Service Fees	546	546	-	
5861	Prior Year Services	-	-	-	
5863	Prof Developmnt	24,865	4,539	(20,326)	
5864	Prof Dev-Other	19,800	8,132	(11,668)	
5869	SpEd Ctrct Inst	54,470	77,523	23,053	
5872	SpEd Fees	26,365	27,699	1,335	
5875	StaffRecruiting	-	-	-	
5884	Substitutes	59,705	34,705	(25,000)	
5890	OthSvcsNon-Inst	257,482	7,004	(250,478)	Reflects no Prop 39 in 2019-20
5900	Communications	2,293	4,450	2,157	
5920	TelecomInternet	4,450	11,150	6,700	
5930	PostageDelivery	2,713	2,713	-	
5940	Technology	33,457	24,300	(9,157)	
5990	PY Services	-	-	-	
	SUBTOTAL - Services & Operations	**1,071,406**	**656,258**	**(415,148)**	
Capital Outlay & Depreciation					
6100	Site Imp (Pre-Capitalization)	-	-	-	
6400	EquipFixed	-	-	-	
6900	Depreciation	19,312	19,312	-	
	SUBTOTAL - Cap Outlay & Dep.	**19,312**	**19,312**	**-**	

	2019-20 Budget			
MSA 4	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	-	-	-	
TOTAL EXPENDITURES	**2,811,443**	**2,182,703**	**(628,740)**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-4	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,054,396	781,849	714,111	746,562	800,810	793,283	817,153	881,448	885,594	911,660	975,078	969,637	976,913	
Revenue														
LCFF Entitlement	59,171	83,046	154,258	200,117	138,341	138,341	200,117	143,830	156,487	203,102	134,242	134,242	91,104	1,836,399
Federal Revenue	-	-	14,800	-	-	18,680	10,046	10,046	10,046	10,046	10,046	10,046	15,160	108,918
Other State Revenues	6,144	6,144	20,322	11,060	11,060	23,778	11,060	7,198	16,460	7,198	7,198	19,916	-	147,538
Other Local Revenues	9,486	9,486	9,486	9,486	9,486	9,486	9,486	9,486	9,486	9,486	9,486	9,486	-	113,837
Total Revenue	74,802	98,677	198,866	220,663	158,887	190,285	230,709	170,561	192,480	229,833	160,973	173,691	106,264	2,206,692
Expenses														
Certificated Salaries	72,278	72,278	72,278	72,278	72,278	72,278	72,278	72,278	72,278	72,278	72,278	72,278	36,139	903,472
Classified Salaries	10,327	10,327	10,327	10,327	10,327	10,327	10,327	10,327	10,327	10,327	10,327	10,327	5,164	129,093
Benefits	32,313	32,313	32,313	32,313	32,313	32,313	32,313	32,313	32,313	32,313	32,313	32,313	16,156	403,907
Books and Supplies	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	2,826	70,662
Services and Operations	52,501	52,501	52,501	52,501	52,501	52,501	52,501	52,501	52,501	52,501	52,501	52,501	26,250	656,258
Depreciation / Cap Outlay	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	772	19,312
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	174,616	174,616	174,616	174,616	174,616	174,616	174,616	174,616	174,616	174,616	174,616	174,616	87,308	2,182,703
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	108,454													108,454
Accounts Receivable - Current Year														-
Other Assets														
Fixed Assets														-
Due To (From)	6,015	6,015	6,015	6,015	6,015	6,015	6,015	6,015	6,015	6,015	6,015	6,015		72,186
Expenses - Prior Year Accruals	(289,388)													(289,388)
Accounts Payable - Current Year														-
Summer Holdback for Teachers	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186		26,232
Loans Payable (Current)		-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)		-	-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	(172,733)	8,201	8,201	8,201	8,201	8,201	8,201	8,201	8,201	8,201	8,201	8,201		(82,516)
Total Change in Cash	(272,547)	(67,738)	32,451	54,248	(7,527)	23,870	64,295	4,147	26,066	63,418	(5,441)	7,277		(58,527)
ENDING CASH	781,849	714,111	746,562	800,810	793,283	817,153	881,448	885,594	911,660	975,078	969,637	976,913		

<<< = 163 days cash
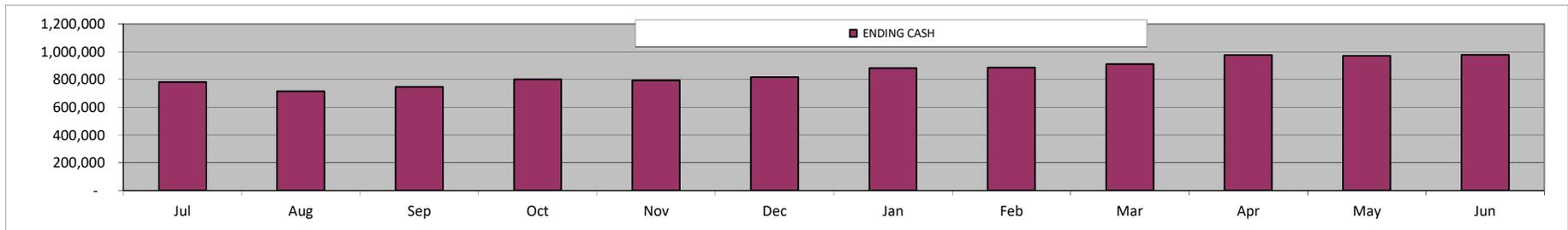
MSA-5   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $106,573.

This will allow MSA-5 to end this fiscal year with a balance of $1,929,871, which is 63.7% 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 $1,554,011, which represents 187 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $150,286 higher than in the prior year, 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 ($13,305) lower than in the prior year, due to 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 ($79,918) lower than in the prior year, 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 $67,667 higher than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $235,614 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at ($23,814) lower than in the prior year.

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 ($245,677) lower than in the prior year, due primarily to ending the one-time 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 ($20,000) lower than in the prior year, reflecting updated depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 5	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	235	235	-	
SUMMARY				
Revenue				
LCFF Entitlement	2,547,726	2,698,012	150,286	Growth in LCFF funding
Federal Revenue	165,737	152,432	(13,305)	
Other State Revenues	293,170	213,252	(79,918)	No one-time (as of May Revise)
Other Local Revenues	4,200	71,867	67,667	SPED Concentration Grant
Total Revenue	**3,010,833**	**3,135,562**	**124,729**	
Expenditures				
Certificated Salaries	1,139,695	1,245,798	106,103	ADA growth + step/column
Classified Salaries	269,141	294,956	25,815	ADA growth + targeted adjustments
Benefits	502,935	606,632	103,697	Increasing to match staff costs
Books and Supplies	189,421	165,607	(23,814)	No one-time state funds
Services and Operating Exp.	944,094	698,418	(245,677)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	37,579	17,579	(20,000)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**3,082,866**	**3,028,990**	**(53,877)**	
Net Revenues	**(72,033)**	**106,573**	**178,606**	
Fund Balance				
Beginning Balance	1,895,332	1,823,299		
Net Revenues	(72,033)	106,573		
Ending Fund Balance	**1,823,299**	**1,929,871**		
Components of Fund Balance				
Available For Econ. Uncert.	1,712,025	1,848,339	61.0% of Exp.	
Restricted Balances	43,982	31,820	1.1% of Exp.	
Net Fixed Assets	67,292	49,713	1.6% of Exp.	
Ending Fund Balance	**1,823,299**	**1,929,871**	**63.7% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 5	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	1,641,734	2,110,495	468,761	ADA growth + LCFF funding increase
8012 EPA Entitlement	338,007	46,916	(291,091)	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	567,985	540,601	(27,384)	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**2,547,726**	**2,698,012**	**150,286**	
Federal Revenue				
8181 SpEd - Revenue	26,250	28,750	2,500	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	139,487	123,682	(15,805)	
SUBTOTAL - Federal Revenue	**165,737**	**152,432**	**(13,305)**	
Other State Revenue				
8311 SpEd Revenue	118,285	121,249	2,964	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	40,737	4,034	(36,703)	No one-time funding
8560 StateLotteryRev	43,960	52,654	8,694	
8590 AllOthStateRev	90,188	35,315	(54,873)	No one-time funding
SUBTOTAL - Other State Revenue	**293,170**	**213,252**	**(79,918)**	
Local Revenue				
8600 Other Local Revenue	1,200	-	(1,200)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	3,000	71,867	68,867	SPED Concentration Grant
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	-	-	-	

2019-20 Budget				
MSA 5	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
8791 SpEd Revenue (Local)	-	-	-	
8802 Private Donations/Grants	-	-	-	
8803 Fundraising	-	-	-	
8999 Revenues-Susp	-	-	-	
SUBTOTAL - Local Revenue	**4,200**	**71,867**	**67,667**	
TOTAL REVENUE	**3,010,833**	**3,135,562**	**124,729**	
EXPENDITURES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	951,015	1,045,366	94,351	ADA Growth + step/column
1300 Cert Adminis	188,680	200,432	11,752	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**1,139,695**	**1,245,798**	**106,103**	
Classified Salaries				
2100 Instructional Aides	-	-	-	
2200 Classified Support	-	-	-	
2400 Clerical & Tech	108,184	136,129	27,945	Targeted adjustments
2900 OtherClassStaff	160,957	158,827	(2,130)	
SUBTOTAL - Classified Salaries	**269,141**	**294,956**	**25,815**	
Employee Benefits				
3101 STRS	180,967	208,465	27,498	Corresponds to higher staff costs
3202 PERS	31,726	61,056	29,330	Corresponds to higher staff costs
3301 OASDI/Med	36,816	45,067	8,251	Corresponds to higher staff costs
3401 HlthWelfare	237,664	249,287	11,623	Reduced from 2018-19
3501 UnemployIns	799	757	(42)	
3601 WorkersCmp	14,963	15,000	37	
3701 Other Retirement	-	-	-	
3901 OthBenes	-	27,000	27,000	
SUBTOTAL - Employee Benefits	**502,935**	**606,632**	**103,697**	
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	30,000	25,000	(5,000)	
4200 BooksOthRefMats	5,000	3,000	(2,000)	
4310 Ins Mats & Sups	19,377	9,942	(9,435)	No one-time funding
4315 OthrSupplies	600	1,198	598	
4320 Office Supplies	11,500	10,000	(1,500)	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	-	-	-	
4335 PE Supplies	-	-	-	
4340 Educat Software	43,813	21,138	(22,675)	
4345 NonInstStdntSup	4,002	2,000	(2,002)	
4346 TeacherSupplies	-	-	-	

MSA 5		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
	2019-20 Budget				
4350	Cust. Supplies	1,000	1,000	-	
4351	Yearbook	2,000	-	(2,000)	
4390	Uniforms	-	-	-	
4400	NonCapEquip-Gen	1,129	1,329	200	
4410	ClssrmFrnEqp<5k	2,500	2,000	(500)	
4430	OffceFurnEqp<5k	3,000	1,000	(2,000)	
4440	Computers <$5k	5,000	-	(5,000)	
4460	Fixed Asset Suspense	-	-	-	
4710	Food	50,000	85,000	35,000	
4720	Food:Other Food	4,500	3,000	(1,500)	
4990	Prior Year Exp	6,000	-	(6,000)	
4999	Misc Exp-Suspense	-	-	-	
	SUBTOTAL - Books and Supplies	**189,421**	**165,607**	**(23,814)**	
	Services & Other Operating Expenses				
5101	CMO Fees	103,253	167,837	64,584	
5205	Conference Fees	2,000	2,000	-	
5210	MilesParkTolls	-	-	-	
5215	TravConferences	1,000	1,000	-	
5220	TraLodging	-	-	-	
5300	DuesMemberships	5,000	5,000	-	
5450	Other Insurance	11,836	10,000	(1,836)	
5500	OpsHousekeeping	515	600	85	
5510	Gas & Electric	-	-	-	
5610	Rent & Leases	185,000	186,446	1,446	
5620	EquipmentLeases	18,432	10,000	(8,432)	
5630	Reps&MaintBldng	10,000	-	(10,000)	
5800	ProfessServices	12,728	28,287	15,559	
5810	Legal	5,000	5,000	-	
5811	Property Tax	-	-	-	
5813	SchPrgAftSchool	29,484	35,315	5,831	
5814	SchPrgAcadComps	5,000	2,000	(3,000)	
5819	SchlProgs-Other	3,600	3,600	-	
5820	Audit & CPA	8,334	8,334	-	
5825	DMSBusinessSvcs	-	-	-	
5835	Field Trips	9,000	5,000	(4,000)	
5836	FieldTrip Trans	-	-	-	
5840	MarkngStdtRecrt	9,500	2,000	(7,500)	
5850	Oversight Fees	24,292	26,063	1,771	
5857	Payroll Fees	10,038	10,038	-	
5860	Service Fees	612	2,000	1,388	
5861	Prior Year Services	11,855	10,000	(1,855)	
5863	Prof Developmnt	10,000	9,723	(277)	

2019-20 Budget				
MSA 5	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
5864 Prof Dev-Other	20,085	-	(20,085)	
5869 SpEd Ctrct Inst	40,212	45,000	4,788	
5872 SpEd Fees	42,998	6,000	(36,998)	
5875 StaffRecruiting	-	-	-	
5884 Substitutes	30,686	25,000	(5,686)	
5890 OthSvcsNon-Inst	273,350	4,875	(268,475)	Reflects no Prop 39 in 2019-20
5900 Communications	795	30,000	29,205	
5920 TelecomInternet	4,323	30,000	25,677	
5930 PostageDelivery	2,882	3,000	118	
5940 Technology	52,284	24,300	(27,984)	
5990 PY Services	-	-	-	
SUBTOTAL - Services & Operations	**944,094**	**698,418**	**(245,677)**	
Capital Outlay & Depreciation				
6100 Site Imp (Pre-Capitalization)	-	-	-	
6400 EquipFixed	20,000	-	(20,000)	Reduced pre-cap equipment
6900 Depreciation	17,579	17,579	-	
SUBTOTAL - Cap Outlay & Dep.	**37,579**	**17,579**	**(20,000)**	
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	**-**	**-**	**-**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-5

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,839,075	1,659,258	1,554,011	1,594,752	1,659,375	1,639,496	1,662,728	1,740,852	1,817,845	1,932,952	1,938,658	2,005,407	2,087,336	
Revenue														
LCFF Entitlement	82,087	116,166	215,914	277,697	193,195	193,195	277,697	286,947	311,898	215,659	276,703	276,703	(25,849)	2,698,012
Federal Revenue	-	-	24,736	-	-	27,931	13,501	13,501	13,501	13,501	13,501	13,501	18,757	152,432
Other State Revenues	10,424	10,424	31,926	18,763	18,763	33,943	18,763	8,381	21,544	8,381	8,381	23,561	-	213,252
Other Local Revenues	5,989	5,989	5,989	5,989	5,989	5,989	5,989	5,989	5,989	5,989	5,989	5,989	-	71,867
Total Revenue	98,499	132,578	278,566	302,448	217,946	261,057	315,949	314,818	352,933	243,530	304,574	319,754	(7,092)	3,135,562
Expenses														
Certificated Salaries	99,664	99,664	99,664	99,664	99,664	99,664	99,664	99,664	99,664	99,664	99,664	99,664	49,832	1,245,798
Classified Salaries	23,596	23,596	23,596	23,596	23,596	23,596	23,596	23,596	23,596	23,596	23,596	23,596	11,798	294,956
Benefits	48,531	48,531	48,531	48,531	48,531	48,531	48,531	48,531	48,531	48,531	48,531	48,531	24,265	606,632
Books and Supplies	13,249	13,249	13,249	13,249	13,249	13,249	13,249	13,249	13,249	13,249	13,249	13,249	6,624	165,607
Services and Operations	55,873	55,873	55,873	55,873	55,873	55,873	55,873	55,873	55,873	55,873	55,873	55,873	27,937	698,418
Depreciation / Cap Outlay	1,406	1,406	1,406	1,406	1,406	1,406	1,406	1,406	1,406	1,406	1,406	1,406	703	17,579
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	242,319	242,319	242,319	242,319	242,319	242,319	242,319	242,319	242,319	242,319	242,319	242,319	121,160	3,028,990
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	170,315													170,315
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)	14,424													14,424
Expenses - Prior Year Accruals	(225,230)													(225,230)
Accounts Payable - Current Year														-
Summer Holdback for Teachers	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494		53,928
Loans Payable (Current)		-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)		-	-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	(35,997)	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494		13,437
Total Change in Cash	(179,817)	(105,247)	40,740	64,623	(19,879)	23,232	78,124	76,993	115,107	5,705	66,749	81,929		120,010
ENDING CASH	1,659,258	1,554,011	1,594,752	1,659,375	1,639,496	1,662,728	1,740,852	1,817,845	1,932,952	1,938,658	2,005,407	2,087,336		

<<< = 252 days cash
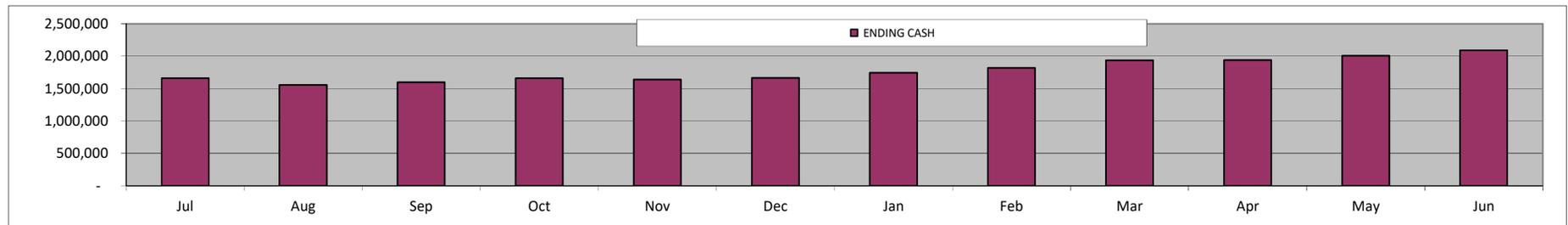
MSA-6   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $47,947.

This will allow MSA-6 to end this fiscal year with a balance of $1,668,106, which is 85.5% 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 $1,494,921, which represents 280 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $120,026 higher than in the prior year, due to average daily attendance (ADA) increasing by 8.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at ($21,351) lower than in the prior year, due to 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 ($107,307) lower than in the prior year, 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 $70,477 higher than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $114,225 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at ($5,930) lower than in the prior year.

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 ($73,139) lower than in the prior year, due primarily to ending the one-time 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 ($4,998) lower than in the prior year, reflecting stable depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 6	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	148	156	8	
SUMMARY				
Revenue				
LCFF Entitlement	1,482,738	1,602,764	120,026	Growth in ADA & LCFF funding
Federal Revenue	126,006	104,655	(21,351)	No CSFIG assumed in 19-20
Other State Revenues	311,339	204,032	(107,307)	No one-time (as of May Revise)
Other Local Revenues	16,200	86,677	70,477	SPED Concentration Grant
Total Revenue	**1,936,283**	**1,998,128**	**61,844**	
Expenditures				
Certificated Salaries	713,967	764,896	50,930	ADA growth + step/column
Classified Salaries	124,194	155,622	31,427	ADA growth + targeted adjustments
Benefits	340,503	372,372	31,868	Increasing to match staff costs
Books and Supplies	93,430	87,500	(5,930)	No one-time state funds
Services and Operating Exp.	624,706	551,568	(73,139)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	23,222	18,224	(4,998)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**1,920,023**	**1,950,181**	**30,158**	
Net Revenues	**16,261**	**47,947**	**31,686**	
Fund Balance				
Beginning Balance	1,603,898	1,620,159		
Net Revenues	16,261	47,947		
Ending Fund Balance	**1,620,159**	**1,668,106**		
Components of Fund Balance				
Available For Econ. Uncert.	1,557,617	1,634,868	83.8% of Exp.	
Restricted Balances	40,071	28,990	1.5% of Exp.	
Net Fixed Assets	22,471	4,247	0.2% of Exp.	
Ending Fund Balance	**1,620,159**	**1,668,106**	**85.5% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 6	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	921,576	1,009,523	87,947	ADA growth + LCFF funding increase
8012 EPA Entitlement	203,158	234,884	31,726	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	358,004	358,357	353	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**1,482,738**	**1,602,764**	**120,026**	
Federal Revenue				
8181 SpEd - Revenue	28,921	29,760	839	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	97,085	74,895	(22,190)	
SUBTOTAL - Federal Revenue	**126,006**	**104,655**	**(21,351)**	
Other State Revenue				
8311 SpEd Revenue	91,190	88,277	(2,913)	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	31,083	2,613	(28,470)	No one-time funding
8560 StateLotteryRev	28,658	27,643	(1,015)	
8590 AllOthStateRev	160,409	85,500	(74,909)	No one-time funding
SUBTOTAL - Other State Revenue	**311,339**	**204,032**	**(107,307)**	
Local Revenue				
8600 Other Local Revenue	1,200	-	(1,200)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	15,000	86,677	71,677	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

MSA 6		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
		2019-20 Budget			
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	-	-	-	
	SUBTOTAL - Local Revenue	**16,200**	**86,677**	**70,477**	
TOTAL REVENUE		**1,936,283**	**1,998,128**	**61,844**	
EXPENDITURES DETAIL					
Certificated Salaries					
1100	TeacherSalaries	541,143	575,648	34,506	ADA Growth + step/column
1300	Cert Adminis	172,824	189,248	16,424	ADA Growth + step/column
	SUBTOTAL - Certificated Salaries	**713,967**	**764,896**	**50,930**	
Classified Salaries					
2100	Instructional Aides	-	-	-	
2200	Classified Support	-	-	-	
2400	Clerical & Tech	48,062	49,674	1,612	Targeted adjustments
2900	OtherClassStaff	76,132	105,948	29,816	Targeted adjustments
	SUBTOTAL - Classified Salaries	**124,194**	**155,622**	**31,427**	
Employee Benefits					
3101	STRS	110,960	129,790	18,830	Corresponds to higher staff costs
3202	PERS	20,229	32,214	11,985	Corresponds to higher staff costs
3301	OASDI/Med	22,029	22,911	881	Corresponds to higher staff costs
3401	HlthWelfare	171,479	165,000	(6,479)	Reduced from 2018-19
3501	UnemployIns	500	457	(43)	
3601	WorkersCmp	9,393	7,000	(2,393)	Reduced from 2018-19
3701	Other Retirement	-	-	-	
3901	OthBenes	5,913	15,000	9,087	
	SUBTOTAL - Employee Benefits	**340,503**	**372,372**	**31,868**	

MSA 6	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
2019-20 Budget				
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	25,750	20,000	(5,750)	
4200 BooksOthRefMats	1,061	1,200	139	
4310 Ins Mats & Sups	17,918	17,371	(547)	No one-time funding
4315 OthrSupplies	-	-	-	
4320 Office Supplies	7,000	12,000	5,000	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	-	-	-	
4335 PE Supplies	1,560	2,000	440	
4340 Educat Software	22,291	15,429	(6,862)	
4345 NonInstStdntSup	3,792	3,000	(792)	
4346 TeacherSupplies	3,132	5,000	1,868	
4350 Cust. Supplies	-	-	-	
4351 Yearbook	1,500	1,500	-	
4390 Uniforms	2,000	2,000	-	
4400 NonCapEquip-Gen	-	-	-	
4410 ClssrmFrnEqp<5k	1,000	2,000	1,000	
4430 OffceFurnEqp<5k	2,500	3,000	500	
4440 Computers <$5k	1,335	2,000	665	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	-	-	-	
4720 Food:Other Food	2,591	1,000	(1,591)	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**93,430**	**87,500**	**(5,930)**	
Services & Other Operating Expenses				
5101 CMO Fees	46,452	67,135	20,683	
5205 Conference Fees	-	-	-	
5210 MilesParkTolls	1,545	1,500	(45)	
5215 TravConferences	561	1,000	439	
5220 TraLodging	1,280	2,500	1,220	
5300 DuesMemberships	5,487	2,500	(2,987)	
5450 Other Insurance	10,771	8,000	(2,771)	
5500 OpsHousekeeping	2,000	2,500	500	
5510 Gas & Electric	7,931	8,500	569	
5610 Rent & Leases	114,000	114,000	-	

MSA 6		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
			2019-20 Budget		
5620	EquipmentLeases	5,092	5,000	(92)	
5630	Reps&MaintBldng	2,000	-	(2,000)	
5800	ProfessServices	49,188	72,139	22,951	
5810	Legal	20,000	20,000	-	
5811	Property Tax	-	-	-	
5813	SchPrgAftSchool	-	3,000	3,000	
5814	SchPrgAcadComps	1,000	1,000	-	
5819	SchlProgs-Other	10,000	1,000	(9,000)	
5820	Audit & CPA	4,774	4,774	-	
5825	DMSBusinessSvcs	-	-	-	
5835	Field Trips	14,067	21,296	7,229	
5836	FieldTrip Trans	-	-	-	
5840	MarkngStdtRecrt	15,000	20,000	5,000	
5850	Oversight Fees	15,756	16,039	283	
5857	Payroll Fees	10,844	13,082	2,238	
5860	Service Fees	2,530	530	(2,000)	
5861	Prior Year Services	-	-	-	
5863	Prof Developmnt	5,720	1,000	(4,720)	
5864	Prof Dev-Other	15,450	17,000	1,550	
5869	SpEd Ctrct Inst	56,077	49,466	(6,611)	
5872	SpEd Fees	22,690	23,607	917	
5875	StaffRecruiting	-	-	-	
5884	Substitutes	16,000	15,000	(1,000)	
5890	OthSvcsNon-Inst	121,240	1,700	(119,540)	Reflects no Prop 39 in 2019-20
5900	Communications	2,000	4,000	2,000	
5920	TelecomInternet	13,090	25,000	11,910	
5930	PostageDelivery	5,000	5,000	-	
5940	Technology	27,161	24,300	(2,861)	
5990	PY Services	-	-	-	
	SUBTOTAL - Services & Operations	**624,706**	**551,568**	**(73,139)**	
Capital Outlay & Depreciation					
6100	Site Imp (Pre-Capitalization)	-	-	-	
6400	EquipFixed	6,665	-	(6,665)	Reduced pre-cap equipment
6900	Depreciation	16,557	18,224	1,667	
	SUBTOTAL - Cap Outlay & Dep.	**23,222**	**18,224**	**(4,998)**	

	2019-20 Budget			
MSA 6	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	-	-	-	
TOTAL EXPENDITURES	**1,920,023**	**1,950,181**	**30,158**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-6	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,590,480	1,555,210	1,494,921	1,524,929	1,569,516	1,563,314	1,583,615	1,637,750	1,643,121	1,677,001	1,745,503	1,747,353	1,757,420	
Revenue														
LCFF Entitlement	46,079	67,559	125,902	162,372	111,582	111,582	162,372	129,172	150,769	192,303	125,650	125,650	91,772	1,602,764
Federal Revenue	-	-	14,979	-	-	18,286	9,548	9,548	9,548	9,548	9,548	9,548	14,103	104,655
Other State Revenues	12,580	12,580	29,555	22,644	22,644	30,861	22,644	7,079	13,990	7,079	7,079	15,297	-	204,032
Other Local Revenues	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	-	86,677
Total Revenue	65,882	87,362	177,659	192,239	141,449	167,952	201,786	153,022	181,531	216,153	149,501	157,718	105,874	1,998,128
Expenses														
Certificated Salaries	61,192	61,192	61,192	61,192	61,192	61,192	61,192	61,192	61,192	61,192	61,192	61,192	30,596	764,896
Classified Salaries	12,450	12,450	12,450	12,450	12,450	12,450	12,450	12,450	12,450	12,450	12,450	12,450	6,225	155,622
Benefits	29,790	29,790	29,790	29,790	29,790	29,790	29,790	29,790	29,790	29,790	29,790	29,790	14,895	372,372
Books and Supplies	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	3,500	87,500
Services and Operations	44,125	44,125	44,125	44,125	44,125	44,125	44,125	44,125	44,125	44,125	44,125	44,125	22,063	551,568
Depreciation / Cap Outlay	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	729	18,224
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	156,014	156,014	156,014	156,014	156,014	156,014	156,014	156,014	156,014	156,014	156,014	156,014	78,007	1,950,181
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	96,750													96,750
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)	7,021	7,021	7,021	7,021	7,021	7,021	7,021	7,021	7,021	7,021	7,021	7,021		84,257
Expenses - Prior Year Accruals	(50,251)													(50,251)
Accounts Payable - Current Year														-
Summer Holdback for Teachers	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342		16,104
Loans Payable (Current)		-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)		-	-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	54,862	8,363	8,363	8,363	8,363	8,363	8,363	8,363	8,363	8,363	8,363	8,363		146,860
Total Change in Cash	(35,270)	(60,289)	30,008	44,588	(6,202)	20,301	54,135	5,371	33,880	68,502	1,850	10,067		194,807
ENDING CASH	1,555,210	1,494,921	1,524,929	1,569,516	1,563,314	1,583,615	1,637,750	1,643,121	1,677,001	1,745,503	1,747,353	1,757,420		

<<< = 329 days cash
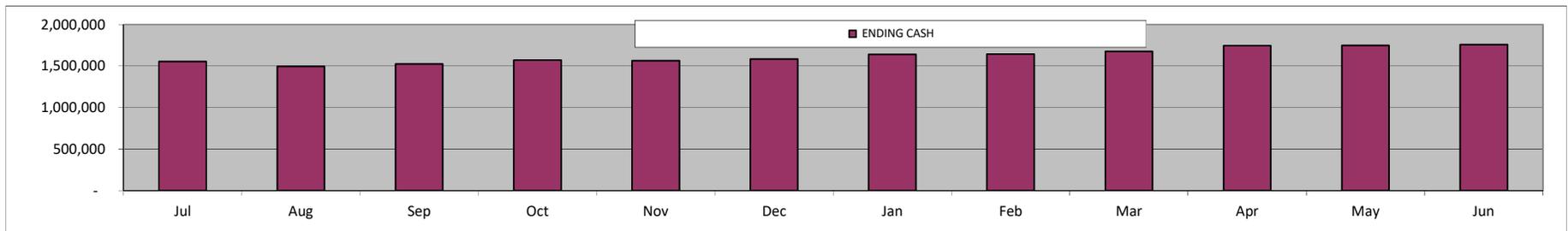
MSA-7   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $80,339.

This will allow MSA-7 to end this fiscal year with a balance of $1,300,772, which is 35.5% 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 $779,760, which represents 78 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $156,591 higher than in the prior year, due to average daily attendance (ADA) increasing by 2.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at ($281,507) lower than in the prior year, due to 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 ($134,480) lower than in the prior year, 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 ($8,005) lower than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $147,169 higher than in the prior year, 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 ($67,262) lower than in the prior year.

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 ($342,408) lower than in the prior year, due primarily to ending the one-time 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 ($363,002) lower than in the prior year, reflecting $350k in capital improvements.

2019-20 Budget				
MSA 7	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	278	280	2	
SUMMARY				
Revenue				
LCFF Entitlement	2,794,305	2,950,896	156,591	Growth in ADA & LCFF funding
Federal Revenue	444,804	163,297	(281,507)	No CSFIG assumed in 19-20
Other State Revenues	720,162	585,683	(134,480)	No one-time (as of May Revise)
Other Local Revenues	48,773	40,768	(8,005)	SPED Concentration Grant
Total Revenue	**4,008,045**	**3,740,644**	**(267,401)**	
Expenditures				
Certificated Salaries	1,185,835	1,194,731	8,896	ADA growth + step/column
Classified Salaries	381,786	463,111	81,324	ADA growth + targeted adjustments
Benefits	499,364	556,312	56,949	Increasing to match staff costs
Books and Supplies	166,162	98,900	(67,262)	No one-time state funds
Services and Operating Exp.	1,673,671	1,331,263	(342,408)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	378,990	15,987	(363,002)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**4,285,808**	**3,660,305**	**(625,503)**	
Net Revenues	**(277,763)**	**80,339**	**358,102**	
Fund Balance				
Beginning Balance	1,498,196	1,220,433		
Net Revenues	(277,763)	80,339		
Ending Fund Balance	**1,220,433**	**1,300,772**		
Components of Fund Balance				
Available For Econ. Uncert.	1,027,480	1,132,154	30.9% of Exp.	
Restricted Balances	30,185	21,838	0.6% of Exp.	
Net Fixed Assets	162,768	146,781	4.0% of Exp.	
Ending Fund Balance	**1,220,433**	**1,300,772**	**35.5% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 7	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	1,755,504	1,896,277	140,773	ADA growth + LCFF funding increase
8012 EPA Entitlement	368,515	409,599	41,084	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	670,286	645,020	(25,266)	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**2,794,305**	**2,950,896**	**156,591**	
Federal Revenue				
8181 SpEd - Revenue	54,794	57,536	2,742	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	390,010	105,761	(284,249)	No CSFIG Included
SUBTOTAL - Federal Revenue	**444,804**	**163,297**	**(281,507)**	
Other State Revenue				
8311 SpEd Revenue	171,416	170,668	(748)	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	55,053	4,736	(50,317)	No one-time funding
8560 StateLotteryRev	54,298	54,841	543	
8590 AllOthStateRev	439,395	355,438	(83,957)	No one-time funding
SUBTOTAL - Other State Revenue	**720,162**	**585,683**	**(134,480)**	
Local Revenue				
8600 Other Local Revenue	31,639	1,500	(30,139)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	17,134	39,268	22,134	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

	2019-20 Budget			
MSA 7	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
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	-	-	-	
SUBTOTAL - Local Revenue	**48,773**	**40,768**	**(8,005)**	
TOTAL REVENUE	**4,008,045**	**3,740,644**	**(267,401)**	
EXPENDITURES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	993,772	994,059	287	ADA Growth + step/column
1300 Cert Adminis	192,063	200,672	8,609	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**1,185,835**	**1,194,731**	**8,896**	
Classified Salaries				
2100 Instructional Aides	-	-	-	
2200 Classified Support	-	-	-	
2400 Clerical & Tech	147,511	163,317	15,806	Targeted adjustments
2900 OtherClassStaff	234,275	299,793	65,518	Targeted adjustments
SUBTOTAL - Classified Salaries	**381,786**	**463,111**	**81,324**	
Employee Benefits				
3101 STRS	185,237	195,857	10,620	Corresponds to higher staff costs
3202 PERS	55,030	95,864	40,834	Corresponds to higher staff costs
3301 OASDI/Med	46,973	46,287	(686)	
3401 HlthWelfare	195,412	180,000	(15,412)	Reduced from 2018-19
3501 UnemployIns	892	804	(88)	
3601 WorkersCmp	15,820	15,000	(820)	Reduced from 2018-19
3701 Other Retirement	-	-	-	
3901 OthBenes	-	22,500	22,500	
SUBTOTAL - Employee Benefits	**499,364**	**556,312**	**56,949**	

		2019-20 Budget		
MSA 7		**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Books & Supplies					(Below items adj. per site-level meetings)
4100	Text&CoreCurric	27,440	25,000	(2,440)	
4200	BooksOthRefMats	1,030	2,000	970	
4310	Ins Mats & Sups	40,378	2,500	(37,878)	No one-time funding
4315	OthrSupplies	16,672	1,000	(15,672)	
4320	Office Supplies	9,000	12,000	3,000	
4325	ProfDevMat&Sups	1,000	1,000	-	
4326	Arts&MusicSupps	3,090	3,000	(90)	
4335	PE Supplies	2,060	2,000	(60)	
4340	Educat Software	19,623	27,860	8,237	
4345	NonInstStdntSup	2,745	1,500	(1,245)	
4346	TeacherSupplies	2,472	2,500	28	
4350	Cust. Supplies	8,240	8,240	-	
4351	Yearbook	2,603	1,800	(803)	
4390	Uniforms	-	-	-	
4400	NonCapEquip-Gen	4,300	2,500	(1,800)	
4410	ClssrmFrnEqp<5k	3,184	2,000	(1,184)	
4430	OffceFurnEqp<5k	4,068	2,000	(2,068)	
4440	Computers <$5k	3,000	-	(3,000)	
4460	Fixed Asset Suspense	-	-	-	
4710	Food	-	-	-	
4720	Food:Other Food	15,257	2,000	(13,257)	
4990	Prior Year Exp	-	-	-	
4999	Misc Exp-Suspense	-	-	-	
	SUBTOTAL - Books and Supplies	**166,162**	**98,900**	**(67,262)**	
Services & Other Operating Expenses					
5101	CMO Fees	496,785	447,566	(49,219)	
5205	Conference Fees	1,030	2,000	970	
5210	MilesParkTolls	2,060	2,000	(60)	
5215	TravConferences	-	-	-	
5220	TraLodging	1,310	1,500	190	
5300	DuesMemberships	8,240	8,000	(240)	
5450	Other Insurance	18,102	18,000	(102)	
5500	OpsHousekeeping	10,300	10,000	(300)	
5510	Gas & Electric	59,995	60,000	5	
5610	Rent & Leases	281,134	280,000	(1,134)	

MSA 7		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
	2019-20 Budget				
5620	EquipmentLeases	10,652	11,000	348	
5630	Reps&MaintBldng	11,330	5,000	(6,330)	
5800	ProfessServices	54,360	27,355	(27,005)	
5810	Legal	8,700	6,000	(2,700)	
5811	Property Tax	-	-	-	
5813	SchPrgAftSchool	168,714	169,438	724	
5814	SchPrgAcadComps	6,000	-	(6,000)	
5819	SchlProgs-Other	4,120	4,000	(120)	
5820	Audit & CPA	6,489	7,000	511	
5825	DMSBusinessSvcs	-	-	-	
5835	Field Trips	8,240	8,000	(240)	
5836	FieldTrip Trans	-	-	-	
5840	MarkngStdtRecrt	8,000	5,000	(3,000)	
5850	Oversight Fees	27,578	27,000	(578)	
5857	Payroll Fees	15,191	15,000	(191)	
5860	Service Fees	2,963	2,963	-	
5861	Prior Year Services	-	-	-	
5863	Prof Developmnt	7,900	-	(7,900)	
5864	Prof Dev-Other	23,620	28,500	4,880	
5869	SpEd Ctrct Inst	143,048	65,000	(78,048)	
5872	SpEd Fees	42,987	45,641	2,654	
5875	StaffRecruiting	-	-	-	
5884	Substitutes	26,858	40,000	13,142	
5890	OthSvcsNon-Inst	178,632	2,000	(176,632)	Reflects no Prop 39 in 2019-20
5900	Communications	-	4,000	4,000	
5920	TelecomInternet	4,120	4,000	(120)	
5930	PostageDelivery	3,708	4,000	292	
5940	Technology	31,505	21,300	(10,205)	
5990	PY Services	-	-	-	
	SUBTOTAL - Services & Operations	**1,673,671**	**1,331,263**	**(342,408)**	
	Capital Outlay & Depreciation				
6100	Site Imp (Pre-Capitalization)	349,434	-	(349,434)	No pre-cap improvements included
6400	EquipFixed	13,568	-	(13,568)	Reduced pre-cap equipment
6900	Depreciation	15,987	15,987	-	
	SUBTOTAL - Cap Outlay & Dep.	**378,990**	**15,987**	**(363,002)**	

2019-20 Budget				
MSA 7	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	-	-	-	
TOTAL EXPENDITURES	**4,285,808**	**3,660,305**	**(625,503)**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-7	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,108,498	898,629	779,760	830,624	911,942	901,132	933,945	1,030,470	1,046,079	1,107,194	1,224,561	1,229,256	1,250,030	
Revenue														
LCFF Entitlement	87,775	127,992	238,430	303,747	211,618	211,618	303,747	239,773	271,568	341,530	228,859	228,859	155,380	2,950,896
Federal Revenue	-	-	21,152	-	-	27,545	15,206	15,206	15,206	15,206	15,206	15,206	23,362	163,297
Other State Revenues	30,541	30,541	68,683	54,973	54,973	71,051	54,973	38,032	51,742	38,032	38,032	54,110	-	585,683
Other Local Revenues	3,397	3,397	3,397	3,397	3,397	3,397	3,397	3,397	3,397	3,397	3,397	3,397	-	40,768
Total Revenue	121,713	161,930	331,662	362,117	269,989	313,612	377,324	296,408	341,914	398,165	285,495	301,573	178,742	3,740,644
Expenses														
Certificated Salaries	95,579	95,579	95,579	95,579	95,579	95,579	95,579	95,579	95,579	95,579	95,579	95,579	47,789	1,194,731
Classified Salaries	37,049	37,049	37,049	37,049	37,049	37,049	37,049	37,049	37,049	37,049	37,049	37,049	18,524	463,111
Benefits	44,505	44,505	44,505	44,505	44,505	44,505	44,505	44,505	44,505	44,505	44,505	44,505	22,252	556,312
Books and Supplies	7,912	7,912	7,912	7,912	7,912	7,912	7,912	7,912	7,912	7,912	7,912	7,912	3,956	98,900
Services and Operations	106,501	106,501	106,501	106,501	106,501	106,501	106,501	106,501	106,501	106,501	106,501	106,501	53,251	1,331,263
Depreciation / Cap Outlay	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	639	15,987
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	292,824	292,824	292,824	292,824	292,824	292,824	292,824	292,824	292,824	292,824	292,824	292,824	146,412	3,660,305
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	197,781													197,781
Accounts Receivable - Current Year														-
Other Assets														
Fixed Assets														-
Due To (From)	6,629	6,629	6,629	6,629	6,629	6,629	6,629	6,629	6,629	6,629	6,629	6,629		79,553
Expenses - Prior Year Accruals	(248,564)													(248,564)
Accounts Payable - Current Year														-
Summer Holdback for Teachers	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396		64,752
Loans Payable (Current)		-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)		-	-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	(38,758)	12,025	12,025	12,025	12,025	12,025	12,025	12,025	12,025	12,025	12,025	12,025		93,522
Total Change in Cash	(209,869)	(118,869)	50,864	81,318	(10,810)	32,813	96,525	15,610	61,115	117,366	4,696	20,774		173,861
ENDING CASH	898,629	779,760	830,624	911,942	901,132	933,945	1,030,470	1,046,079	1,107,194	1,224,561	1,229,256	1,250,030	<<< = 125 days cash	
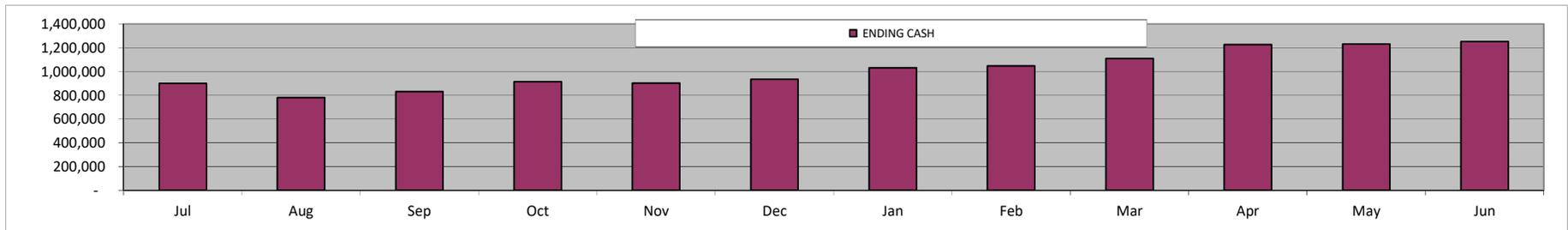
MSA-8   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $58,704.

This will allow MSA-8 to end this fiscal year with a balance of $4,312,823, which is 74.5% 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 $1,972,063, which represents 124 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $309,639 higher than in the prior year, due to average daily attendance (ADA) increasing by 16.

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 ($1,402) lower than in the prior year, due to 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 ($138,862) lower than in the prior year, 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 ($37,527) lower than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $699,758 higher than in the prior year, 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 ($58,927) lower than in the prior year.

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 ($352,468) lower than in the prior year, due primarily to ending the one-time 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 ($44,817) lower than in the prior year, reflecting updated depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 8	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	457	473	16	
SUMMARY				
Revenue				
LCFF Entitlement	4,702,634	5,012,273	309,639	Growth in ADA & LCFF funding
Federal Revenue	335,233	333,831	(1,402)	No CSFIG assumed in 19-20
Other State Revenues	638,242	499,379	(138,862)	No one-time (as of May Revise)
Other Local Revenues	42,527	5,000	(37,527)	SPED Concentration Grant
Total Revenue	**5,718,636**	**5,850,484**	**131,848**	
Expenditures				
Certificated Salaries	1,573,185	2,107,980	534,795	ADA growth + step/column
Classified Salaries	452,015	545,984	93,969	ADA growth + targeted adjustments
Benefits	817,928	888,921	70,994	Increasing to match staff costs
Books and Supplies	342,586	283,659	(58,927)	No one-time state funds
Services and Operating Exp.	2,232,703	1,880,235	(352,468)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	129,817	85,000	(44,817)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**5,548,234**	**5,791,779**	**243,546**	
Net Revenues	**170,402**	**58,704**	**(111,698)**	
Fund Balance				
Beginning Balance	4,083,717	4,254,119		
Net Revenues	170,402	58,704		
Ending Fund Balance	**4,254,119**	**4,312,823**		
Components of Fund Balance				
Available For Econ. Uncert.	4,012,067	4,184,838	72.3% of Exp.	
Restricted Balances	105,117	76,050	1.3% of Exp.	
Net Fixed Assets	136,935	51,935	0.9% of Exp.	
Ending Fund Balance	**4,254,119**	**4,312,823**	**74.5% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

	2019-20 Budget			
MSA 8	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	2,970,949	3,207,159	236,210	ADA growth + LCFF funding increase
8012 EPA Entitlement	628,045	715,915	87,870	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	1,103,640	1,089,199	(14,441)	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**4,702,634**	**5,012,273**	**309,639**	
Federal Revenue				
8181 SpEd - Revenue	92,335	93,258	923	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	242,898	240,573	(2,325)	
SUBTOTAL - Federal Revenue	**335,233**	**333,831**	**(1,402)**	
Other State Revenue				
8311 SpEd Revenue	287,758	261,329	(26,429)	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	94,752	7,702	(87,050)	No one-time funding
8560 StateLotteryRev	91,500	92,415	915	
8590 AllOthStateRev	164,232	137,934	(26,298)	No one-time funding
SUBTOTAL - Other State Revenue	**638,242**	**499,379**	**(138,862)**	
Local Revenue				
8600 Other Local Revenue	38,527	-	(38,527)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	4,000	5,000	1,000	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

MSA 8		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
			2019-20 Budget		
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	-	-	-	
	SUBTOTAL - Local Revenue	**42,527**	**5,000**	**(37,527)**	
	TOTAL REVENUE	**5,718,636**	**5,850,484**	**131,848**	
	EXPENDITURES DETAIL				
	Certificated Salaries				
1100	TeacherSalaries	1,243,724	1,738,195	494,470	ADA Growth + step/column
1300	Cert Adminis	329,461	369,785	40,324	ADA Growth + step/column
	SUBTOTAL - Certificated Salaries	**1,573,185**	**2,107,980**	**534,795**	
	Classified Salaries				
2100	Instructional Aides	-	106,984	106,984	Split out from 2900
2200	Classified Support	-	238,534	238,534	Split out from 2900
2400	Clerical & Tech	232,675	200,467	(32,208)	Targeted adjustments
2900	OtherClassStaff	219,340	-	(219,340)	Moving to 2100/2200
	SUBTOTAL - Classified Salaries	**452,015**	**545,984**	**93,969**	
	Employee Benefits				
3101	STRS	285,900	345,895	59,995	Corresponds to higher staff costs
3202	PERS	72,460	145,149	72,689	Corresponds to higher staff costs
3301	OASDI/Med	68,450	64,000	(4,450)	Corresponds to higher staff costs
3401	HlthWelfare	364,413	302,660	(61,753)	Reduced from 2018-19
3501	UnemployIns	1,295	1,718	423	
3601	WorkersCmp	24,922	27,500	2,578	
3701	Other Retirement	-	-	-	
3901	OthBenes	489	2,000	1,511	
	SUBTOTAL - Employee Benefits	**817,928**	**888,921**	**70,994**	

	2019-20 Budget			
MSA 8	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	18,500	20,000	1,500	
4200 BooksOthRefMats	1,377	1,000	(377)	
4310 Ins Mats & Sups	75,841	20,000	(55,841)	No one-time funding
4315 OthrSupplies	-	-	-	
4320 Office Supplies	6,901	9,000	2,099	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	5,000	2,500	(2,500)	
4335 PE Supplies	1,500	2,500	1,000	
4340 Educat Software	51,627	56,159	4,532	
4345 NonInstStdntSup	6,350	5,000	(1,350)	
4346 TeacherSupplies	5,000	5,000	-	
4350 Cust. Supplies	-	-	-	
4351 Yearbook	1,000	-	(1,000)	
4390 Uniforms	530	-	(530)	
4400 NonCapEquip-Gen	13,100	13,000	(100)	
4410 ClssrmFrnEqp<5k	1,030	1,000	(30)	
4430 OffceFurnEqp<5k	5,150	3,000	(2,150)	
4440 Computers <$5k	15,450	15,500	50	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	122,000	123,000	1,000	
4720 Food:Other Food	12,230	7,000	(5,230)	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**342,586**	**283,659**	**(58,927)**	
Services & Other Operating Expenses				
5101 CMO Fees	991,436	895,132	(96,304)	
5205 Conference Fees	10,300	3,500	(6,800)	
5210 MilesParkTolls	4,950	2,500	(2,450)	
5215 TravConferences	-	-	-	
5220 TraLodging	10,300	2,500	(7,800)	
5300 DuesMemberships	7,745	8,000	255	
5450 Other Insurance	31,196	31,000	(196)	
5500 OpsHousekeeping	36,050	10,000	(26,050)	
5510 Gas & Electric	-	-	-	
5610 Rent & Leases	304,830	350,000	45,170	

MSA 8		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
			2019-20 Budget		
5620	EquipmentLeases	17,441	15,000	(2,441)	
5630	Reps&MaintBldng	2,226	-	(2,226)	
5800	ProfessServices	44,631	62,230	17,599	
5810	Legal	10,000	20,000	10,000	
5811	Property Tax	-	-	-	
5813	SchPrgAftSchool	3,533	24,000	20,467	
5814	SchPrgAcadComps	618	-	(618)	
5819	SchlProgs-Other	1,230	1,000	(230)	
5820	Audit & CPA	15,914	15,000	(914)	
5825	DMSBusinessSvcs	-	-	-	
5835	Field Trips	20,000	25,000	5,000	
5836	FieldTrip Trans	-	-	-	
5840	MarkngStdtRecrt	8,240	5,000	(3,240)	
5850	Oversight Fees	48,017	50,418	2,401	
5857	Payroll Fees	18,041	17,000	(1,041)	
5860	Service Fees	1,379	2,000	621	
5861	Prior Year Services	-	-	-	
5863	Prof Developmnt	8,549	30,900	22,351	
5864	Prof Dev-Other	33,000	20,000	(13,000)	
5869	SpEd Ctrct Inst	53,575	60,000	6,425	
5872	SpEd Fees	72,628	73,163	535	
5875	StaffRecruiting	-	-	-	
5884	Substitutes	125,059	60,000	(65,059)	
5890	OthSvcsNon-Inst	286,301	6,000	(280,301)	Reflects no Prop 39 in 2019-20
5900	Communications	2,626	3,000	374	
5920	TelecomInternet	(21,000)	45,000	66,000	
5930	PostageDelivery	12,360	8,000	(4,360)	
5940	Technology	71,528	34,892	(36,636)	
5990	PY Services	-	-	-	
	SUBTOTAL - Services & Operations	**2,232,703**	**1,880,235**	**(352,468)**	
Capital Outlay & Depreciation					
6100	Site Imp (Pre-Capitalization)	-	-	-	
6400	EquipFixed	42,000	-	(42,000)	Reduced pre-cap equipment
6900	Depreciation	87,817	85,000	(2,817)	
	SUBTOTAL - Cap Outlay & Dep.	**129,817**	**85,000**	**(44,817)**	

2019-20 Budget				
MSA 8	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	-	-	-	
TOTAL EXPENDITURES	**5,548,234**	**5,791,779**	**243,546**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-8	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	2,410,838	2,148,965	1,972,063	2,069,515	2,208,615	2,190,703	2,258,223	2,427,732	2,476,927	2,610,630	2,847,327	2,883,078	2,945,785	
Revenue														
LCFF Entitlement	148,547	214,766	399,822	512,688	355,677	355,677	512,688	402,919	464,323	590,422	389,475	389,475	275,794	5,012,273
Federal Revenue	-	-	48,115	-	-	58,477	30,410	30,410	30,410	30,410	30,410	30,410	44,781	333,831
Other State Revenues	22,599	22,599	63,783	40,679	40,679	67,634	40,679	30,134	53,237	30,134	30,134	57,088	-	499,379
Other Local Revenues	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000
Total Revenue	171,564	237,782	512,136	553,784	396,772	482,204	584,193	463,879	548,387	651,382	450,435	477,390	320,575	5,850,484
Expenses														
Certificated Salaries	168,638	168,638	168,638	168,638	168,638	168,638	168,638	168,638	168,638	168,638	168,638	168,638	84,319	2,107,980
Classified Salaries	43,679	43,679	43,679	43,679	43,679	43,679	43,679	43,679	43,679	43,679	43,679	43,679	21,839	545,984
Benefits	71,114	71,114	71,114	71,114	71,114	71,114	71,114	71,114	71,114	71,114	71,114	71,114	35,557	888,921
Books and Supplies	22,693	22,693	22,693	22,693	22,693	22,693	22,693	22,693	22,693	22,693	22,693	22,693	11,346	283,659
Services and Operations	150,419	150,419	150,419	150,419	150,419	150,419	150,419	150,419	150,419	150,419	150,419	150,419	75,209	1,880,235
Depreciation / Cap Outlay	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	3,400	85,000
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-		-
Total Expenses	463,342	463,342	463,342	463,342	463,342	463,342	463,342	463,342	463,342	463,342	463,342	463,342	231,671	5,791,779
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	250,623													250,623
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)	43,587	43,587	43,587	43,587	43,587	43,587	43,587	43,587	43,587	43,587	43,587	43,587		523,047
Expenses - Prior Year Accruals	(269,375)													(269,375)
Accounts Payable - Current Year														-
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	5,071		60,852
Loans Payable (Current)		-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)		-	-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	29,906	48,658	48,658	48,658	48,658	48,658	48,658	48,658	48,658	48,658	48,658	48,658		565,147
Total Change in Cash	(261,873)	(176,902)	97,452	139,099	(17,912)	67,520	169,509	49,195	133,703	236,697	35,751	62,706		623,851
ENDING CASH	2,148,965	1,972,063	2,069,515	2,208,615	2,190,703	2,258,223	2,427,732	2,476,927	2,610,630	2,847,327	2,883,078	2,945,785		<<< = 186 days cash
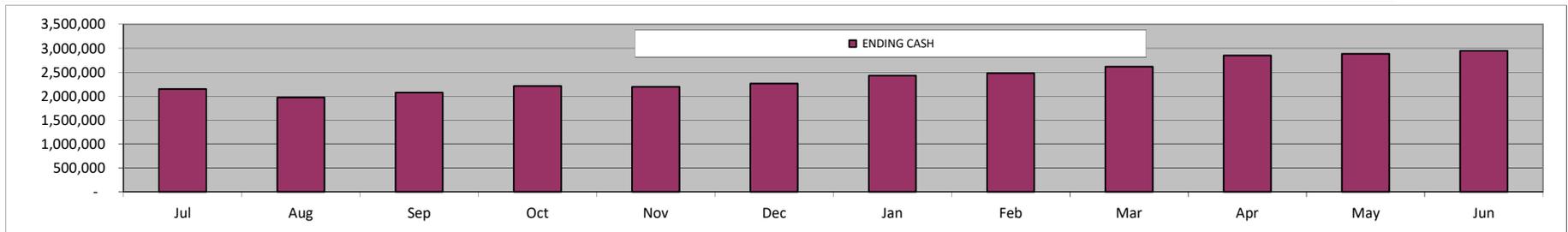
MSA-SA   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $190,312.

This will allow MSA-SA to end this fiscal year with a balance of $7,713,821, which is 90.8% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is $28,782, which represents 1 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $392,354 higher than in the prior year, due to average daily attendance (ADA) increasing by 5.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at ($4,177) lower than in the prior year, due to 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 ($332,306) lower than in the prior year, 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 $32,366 higher than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are ($376,315) lower than in the prior year, 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 $7,340 higher than in the prior year.

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 $348,738 higher than in the prior year, due primarily to ending the one-time 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 ($60,627) lower than in the prior year, reflecting updated depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA SA	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	643	648	5	
SUMMARY				
Revenue				
LCFF Entitlement	6,951,482	7,343,836	392,354	Growth in ADA & LCFF funding
Federal Revenue	427,701	423,524	(4,177)	
Other State Revenues	1,060,252	727,946	(332,306)	No one-time (as of May Revise)
Other Local Revenues	154,278	186,644	32,366	SPED Concentration Grant
Total Revenue	**8,593,713**	**8,681,950**	**88,237**	
Expenditures				
Certificated Salaries	3,099,081	2,758,436	(340,644)	ADA growth + targeted adjustments
Classified Salaries	773,092	865,101	92,009	ADA growth + targeted adjustments
Benefits	1,414,118	1,286,438	(127,680)	Increasing to match staff costs
Books and Supplies	293,164	300,504	7,340	No one-time state funds
Services and Operating Exp.	1,720,776	2,069,514	348,738	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	677,067	630,000	(47,067)	Reduction in Cap Improvements
Other Outflows	595,203	581,644	(13,559)	
Total Expenditures	**8,572,501**	**8,491,638**	**(80,863)**	
Net Revenues	**21,212**	**190,312**	**169,100**	
Fund Balance				
Beginning Balance	7,502,296	7,523,508		
Net Revenues	21,212	190,312		
Ending Fund Balance	**7,523,508**	**7,713,821**		
Components of Fund Balance				
Available For Econ. Uncert.	411,726	1,249,390	14.7% of Exp.	
Restricted Balances	171,237	123,886	1.5% of Exp.	
Net Fixed Assets	6,940,545	6,340,545	74.7% of Exp.	
Ending Fund Balance	**7,523,508**	**7,713,821**	**90.8% of Exp.**	

2019-20 Budget				
MSA SA	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011　State Aid	5,065,922	5,333,040	267,118	ADA growth + LCFF funding increase
8012　EPA Entitlement	128,694	129,600	906	ADA growth + LCFF funding increase
8019　Prior Year Adjustments	-	-	-	
8096　InLieuPropTaxes	1,756,866	1,881,196	124,330	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**6,951,482**	**7,343,836**	**392,354**	
Federal Revenue				
8181　SpEd - Revenue	92,000	92,000	-	
8220　SchLunchFederal	-	-	-	
8290　All Other Federal Revenue	335,701	331,524	(4,177)	
SUBTOTAL - Federal Revenue	**427,701**	**423,524**	**(4,177)**	
Other State Revenue				
8311　SpEd Revenue	386,364	390,756	4,392	
8520　SchoolNutrState	-	-	-	
8550　MandCstReimburs	143,669	16,234	(127,435)	No one-time funding
8560　StateLotteryRev	143,591	154,969	11,378	
8590　AllOthStateRev	386,628	165,987	(220,641)	No one-time funding
SUBTOTAL - Other State Revenue	**1,060,252**	**727,946**	**(332,306)**	
Local Revenue				
8600　Other Local Revenue	36,311	20,000	(16,311)	Reduced to Summer Program only
8634　StudentLunchFee	-	-	-	
8650　Leases &Rentals	-	-	-	
8660　Interest	4,376	4,723	347	
8698　OthRev-Suspense	-	-	-	
8699　Other Revenue	53,591	161,921	108,330	SPED Concentration Grant
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	-	-	-	

	2019-20 Budget			
MSA SA	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
8791 SpEd Revenue (Local)	-	-	-	
8802 Private Donations/Grants	-	-	-	
8803 Fundraising	60,000	-	(60,000)	Not included until awarded
8999 Revenues-Susp	-	-	-	
SUBTOTAL - Local Revenue	**154,278**	**186,644**	**32,366**	
TOTAL REVENUE	**8,593,713**	**8,681,950**	**88,237**	
EXPENDITURES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	2,467,091	2,284,841	(182,250)	ADA Growth + step/column
1300 Cert Adminis	631,989	473,595	(158,394)	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**3,099,081**	**2,758,436**	**(340,644)**	
Classified Salaries				
2100 Instructional Aides	-	355,074	355,074	Split out from 2900
2200 Classified Support	-	265,556	265,556	Split out from 2900
2400 Clerical & Tech	268,440	244,472	(23,969)	Targeted adjustments
2900 OtherClassStaff	504,652	-	(504,652)	Moving to 2100/2200
SUBTOTAL - Classified Salaries	**773,092**	**865,101**	**92,009**	
Employee Benefits				
3101 STRS	507,060	457,237	(49,822)	Corresponds to higher staff costs
3202 PERS	114,423	162,020	47,597	Corresponds to higher staff costs
3301 OASDI/Med	118,635	68,181	(50,454)	Corresponds to higher staff costs
3401 HlthWelfare	610,494	560,000	(50,494)	Reduced from 2018-19
3501 UnemployIns	2,502	2,000	(502)	
3601 WorkersCmp	40,347	35,000	(5,347)	Reduced from 2018-19
3701 Other Retirement	-	-	-	
3901 OthBenes	20,658	2,000	(18,658)	
SUBTOTAL - Employee Benefits	**1,414,118**	**1,286,438**	**(127,680)**	
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	28,324	37,000	8,676	
4200 BooksOthRefMats	5,311	11,000	5,689	
4310 Ins Mats & Sups	77,021	42,000	(35,021)	No one-time funding
4315 OthrSupplies	-	-	-	
4320 Office Supplies	13,664	17,000	3,336	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	2,311	7,500	5,189	
4335 PE Supplies	35,000	15,000	(20,000)	
4340 Educat Software	61,365	63,254	1,889	
4345 NonInstStdntSup	5,000	15,000	10,000	
4346 TeacherSupplies	10,621	15,000	4,379	

	2019-20 Budget			
MSA SA	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
4350 Cust. Supplies	21,343	25,000	3,657	
4351 Yearbook	-	-	-	
4390 Uniforms	-	-	-	
4400 NonCapEquip-Gen	5,000	27,000	22,000	
4410 ClssrmFrnEqp<5k	-	-	-	
4430 OffceFurnEqp<5k	4,148	2,750	(1,398)	
4440 Computers <$5k	2,655	15,000	12,345	
4460 Fixed Asset Suspense	17,000	-	(17,000)	
4710 Food	-	-	-	
4720 Food:Other Food	4,400	8,000	3,600	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**293,164**	**300,504**	**7,340**	
Services & Other Operating Expenses				
5101 CMO Fees	404,170	895,132	490,962	Restores SA CMO Fee
5205 Conference Fees	-	-	-	
5210 MilesParkTolls	10,500	6,000	(4,500)	
5215 TravConferences	-	5,000	5,000	
5220 TraLodging	5,000	5,000	-	
5300 DuesMemberships	36,118	20,000	(16,118)	
5450 Other Insurance	40,000	40,000	-	
5500 OpsHousekeeping	40,000	45,000	5,000	
5510 Gas & Electric	120,000	120,000	-	
5610 Rent & Leases	-	-	-	
5620 EquipmentLeases	50,286	31,000	(19,286)	
5630 Reps&MaintBldng	50,000	60,000	10,000	
5800 ProfessServices	52,950	58,000	5,050	
5810 Legal	235,664	15,000	(220,664)	As per site-level discussion
5811 Property Tax	3,393	-	(3,393)	
5813 SchPrgAftSchool	5,500	5,000	(500)	
5814 SchPrgAcadComps	11,000	20,000	9,000	
5819 SchlProgs-Other	19,271	25,000	5,729	
5820 Audit & CPA	11,684	13,000	1,316	
5825 DMSBusinessSvcs	-	-	-	
5835 Field Trips	2,636	60,000	57,365	
5836 FieldTrip Trans	28,355	-	(28,355)	
5840 MarkngStdtRecrt	20,115	45,000	24,885	
5850 Oversight Fees	79,550	78,612	(938)	
5857 Payroll Fees	36,150	30,000	(6,150)	
5860 Service Fees	2,932	-	(2,932)	
5861 Prior Year Services	-	-	-	
5863 Prof Developmnt	19,044	13,000	(6,044)	

2019-20 Budget				
MSA SA	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
5864 Prof Dev-Other	73,803	50,000	(23,803)	
5869 SpEd Ctrct Inst	242,435	236,000	(6,435)	
5872 SpEd Fees	19,709	19,310	(398)	
5875 StaffRecruiting	-	-	-	
5884 Substitutes	77,091	92,000	14,909	
5890 OthSvcsNon-Inst	3,000	-	(3,000)	Reflects no Prop 39 in 2019-20
5900 Communications	1,725	-	(1,725)	
5920 TelecomInternet	3,090	28,000	24,910	
5930 PostageDelivery	10,606	10,000	(606)	
5940 Technology	5,000	44,460	39,460	
5990 PY Services	-	-	-	
SUBTOTAL - Services & Operations	**1,720,776**	**2,069,514**	**348,738**	
Capital Outlay & Depreciation				
6100 Site Imp (Pre-Capitalization)	-	-	-	
6400 EquipFixed	80,000	30,000	(50,000)	Reduced pre-cap equipment
6900 Depreciation	597,067	600,000	2,933	
SUBTOTAL - Cap Outlay & Dep.	**677,067**	**630,000**	**(47,067)**	
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	595,203	581,644	(13,559)	
SUBTOTAL - Other Outflows	**595,203**	**581,644**	**(13,559)**	
TOTAL EXPENDITURES	**8,572,501**	**8,491,638**	**(80,863)**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-SA

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,206,914	298,025	177,886	123,255	130,059	104,689	28,782	73,435	96,088	304,339	362,772	388,578	461,244	
Revenue														
LCFF Entitlement	253,296	358,708	666,757	628,656	596,482	596,482	628,656	649,906	796,761	685,685	653,059	653,059	176,329	7,343,836
Federal Revenue	-	-	66,305	-	-	76,527	37,849	37,849	37,849	37,849	37,849	37,849	53,597	423,524
Other State Revenues	38,650	38,650	108,312	69,569	69,569	116,429	69,569	26,319	65,062	26,319	26,319	73,179	-	727,946
Other Local Revenues	15,554	15,554	15,554	15,554	15,554	15,554	15,554	15,554	15,554	15,554	15,554	15,554	-	186,644
Total Revenue	307,499	412,911	856,927	713,779	681,605	804,992	751,628	729,628	915,226	765,408	732,781	779,641	229,926	8,681,950
Expenses														
Certificated Salaries	220,675	220,675	220,675	220,675	220,675	220,675	220,675	220,675	220,675	220,675	220,675	220,675	110,337	2,758,436
Classified Salaries	69,208	69,208	69,208	69,208	69,208	69,208	69,208	69,208	69,208	69,208	69,208	69,208	34,604	865,101
Benefits	102,915	102,915	102,915	102,915	102,915	102,915	102,915	102,915	102,915	102,915	102,915	102,915	51,458	1,286,438
Books and Supplies	24,040	24,040	24,040	24,040	24,040	24,040	24,040	24,040	24,040	24,040	24,040	24,040	12,020	300,504
Services and Operations	165,561	165,561	165,561	165,561	165,561	165,561	165,561	165,561	165,561	165,561	165,561	165,561	82,781	2,069,514
Depreciation / Cap Outlay	50,400	50,400	50,400	50,400	50,400	50,400	50,400	50,400	50,400	50,400	50,400	50,400	25,200	630,000
Other Outflows	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	23,266	581,644
Total Expenses	679,331	679,331	679,331	679,331	679,331	679,331	679,331	679,331	679,331	679,331	679,331	679,331	339,666	8,491,638
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	338,805													338,805
Accounts Receivable - Bond Project														-
Other Assets/Accrual Adj														-
Fixed Assets														-
Due To (From)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)		(399,490)
Expenses - Prior Year Accruals	(112,504)													(112,504)
Accounts Payable - Current Year	204,583	173,924	(204,583)			(173,924)								-
Summer Holdback for Teachers	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647		67,764
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	403,240	146,280	(232,227)	(27,644)	(27,644)	(201,568)	(27,644)	(27,644)	(27,644)	(27,644)	(27,644)	(27,644)		(105,425)
Total Change in Cash	31,408	(120,140)	(54,631)	6,804	(25,370)	(75,907)	44,653	22,653	208,251	58,433	25,806	72,666		84,887

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
ENDING CASH (TOTAL)	298,025	177,886	123,255	130,059	104,689	28,782	73,435	96,088	304,339	362,772	388,578	461,244	<<< = 20 days cash
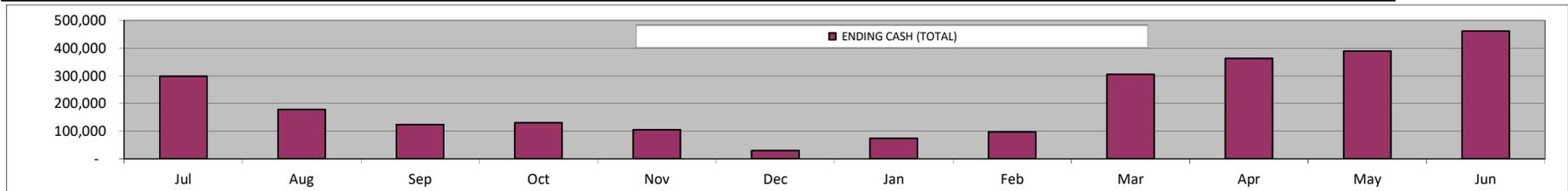
MSA-SD   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $43,906.

This will allow MSA-SD to end this fiscal year with a balance of $352,925, which is 8.1% 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 $174,995, which represents 15 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $588,403 higher than in the prior year, due to average daily attendance (ADA) increasing by 57.

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 ($1,291) lower than in the prior year, due to 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 ($214,334) lower than in the prior year, 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 ($47,281) lower than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are ($108,391) lower than in the prior year, 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 ($37,811) lower than in the prior year.

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 ($379,401) lower than in the prior year, due primarily to ending the one-time 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 ($36,871) lower than in the prior year, reflecting updated depreciation and capital outlay projections.

2019-20 Budget				
MSA SD	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	390	447	57	
SUMMARY				
Revenue				
LCFF Entitlement	3,171,560	3,759,963	588,403	Growth in ADA & LCFF funding
Federal Revenue	110,987	109,696	(1,291)	No CSFIG assumed in 19-20
Other State Revenues	626,463	412,129	(214,334)	No one-time (as of May Revise)
Other Local Revenues	144,662	97,381	(47,281)	SPED Concentration Grant
Total Revenue	**4,053,672**	**4,379,170**	**325,498**	
Expenditures				
Certificated Salaries	1,559,448	1,514,978	(44,470)	ADA growth + step/column
Classified Salaries	398,672	361,638	(37,033)	ADA growth + targeted adjustments
Benefits	723,079	696,191	(26,888)	Increasing to match staff costs
Books and Supplies	119,388	81,577	(37,811)	No one-time state funds
Services and Operating Exp.	1,993,280	1,613,880	(379,401)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	103,871	67,000	(36,871)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**4,897,738**	**4,335,264**	**(562,474)**	
Net Revenues	**(844,066)**	**43,906**	**887,972**	
Fund Balance				
Beginning Balance	1,153,086	309,020		
Net Revenues	(844,066)	43,906		
Ending Fund Balance	**309,020**	**352,925**		
Components of Fund Balance				
Available For Econ. Uncert.	21,701	112,720	2.6% of Exp.	
Restricted Balances	7,645	5,531	0.1% of Exp.	
Net Fixed Assets	279,674	234,674	5.4% of Exp.	
Ending Fund Balance	**309,020**	**352,925**	**8.1% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA SD	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	833,677	924,092	90,415	ADA growth + LCFF funding increase
8012 EPA Entitlement	78,074	89,410	11,336	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	2,259,809	2,746,461	486,652	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**3,171,560**	**3,759,963**	**588,403**	
Federal Revenue				
8181 SpEd - Revenue	50,500	54,353	3,853	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	60,487	55,343	(5,144)	
SUBTOTAL - Federal Revenue	**110,987**	**109,696**	**(1,291)**	
Other State Revenue				
8311 SpEd Revenue	240,900	265,700	24,800	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	77,741	39,900	(37,841)	No one-time funding
8560 StateLotteryRev	89,530	106,529	16,999	
8590 AllOthStateRev	218,292	-	(218,292)	No one-time funding
SUBTOTAL - Other State Revenue	**626,463**	**412,129**	**(214,334)**	
Local Revenue				
8600 Other Local Revenue	29,392	20,000	(9,392)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	2,500	-	(2,500)	
8660 Interest	5,000	5,381	381	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	107,770	72,000	(35,770)	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

	2019-20 Budget			
MSA SD	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
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	-	-	-	
SUBTOTAL - Local Revenue	**144,662**	**97,381**	**(47,281)**	
TOTAL REVENUE	**4,053,672**	**4,379,170**	**325,498**	
EXPENDITURES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	1,137,941	1,142,508	4,568	ADA Growth + step/column
1300 Cert Adminis	421,507	372,470	(49,037)	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**1,559,448**	**1,514,978**	**(44,470)**	
Classified Salaries				
2100 Instructional Aides	-	153,695	153,695	Split out from 2900
2200 Classified Support	-	40,052	40,052	Split out from 2900
2400 Clerical & Tech	160,228	167,892	7,663	Targeted adjustments
2900 OtherClassStaff	238,443	-	(238,443)	Moving to 2100/2200
SUBTOTAL - Classified Salaries	**398,672**	**361,638**	**(37,033)**	
Employee Benefits				
3101 STRS	254,538	280,423	25,886	Corresponds to higher staff costs
3202 PERS	36,329	55,268	18,939	Corresponds to higher staff costs
3301 OASDI/Med	52,419	41,000	(11,419)	Corresponds to higher staff costs
3401 HlthWelfare	356,960	300,000	(56,960)	Reduced from 2018-19
3501 UnemployIns	1,141	2,000	859	
3601 WorkersCmp	21,428	16,000	(5,428)	Reduced from 2018-19
3701 Other Retirement	-	-	-	
3901 OthBenes	264	1,500	1,236	
SUBTOTAL - Employee Benefits	**723,079**	**696,191**	**(26,888)**	

2019-20 Budget			
MSA SD	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	5,150	5,000	(150)	
4200 BooksOthRefMats	2,150	5,000	2,850	
4310 Ins Mats & Sups	52,421	10,000	(42,421)	No one-time funding
4315 OthrSupplies	-	-	-	
4320 Office Supplies	12,270	7,000	(5,270)	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	2,334	2,481	147	
4335 PE Supplies	1,280	2,500	1,220	
4340 Educat Software	14,029	17,731	3,703	
4345 NonInstStdntSup	6,365	6,000	(365)	
4346 TeacherSupplies	2,500	2,500	-	
4350 Cust. Supplies	6,365	6,365	(0)	
4351 Yearbook	-	-	-	
4390 Uniforms	-	-	-	
4400 NonCapEquip-Gen	-	-	-	
4410 ClssrmFrnEqp<5k	-	-	-	
4430 OffceFurnEqp<5k	3,468	5,000	1,532	
4440 Computers <$5k	2,000	5,000	3,000	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	-	-	-	
4720 Food:Other Food	9,056	7,000	(2,056)	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**119,388**	**81,577**	**(37,811)**	
Services & Other Operating Expenses				
5101 CMO Fees	409,714	415,570	5,856	
5205 Conference Fees	4,790	-	(4,790)	
5210 MilesParkTolls	2,426	5,000	2,574	
5215 TravConferences	-	-	-	
5220 TraLodging	6,210	8,000	1,790	
5300 DuesMemberships	5,729	6,000	271	
5450 Other Insurance	22,550	23,000	450	
5500 OpsHousekeeping	18,650	32,000	13,350	
5510 Gas & Electric	45,000	60,000	15,000	
5610 Rent & Leases	724,784	716,172	(8,612)	

	2019-20 Budget			
MSA SD	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
5620 EquipmentLeases	10,609	12,000	1,391	
5630 Reps&MaintBldng	19,000	33,000	14,000	
5800 ProfessServices	26,584	28,578	1,993	
5810 Legal	15,350	5,000	(10,350)	
5811 Property Tax	-	-	-	
5813 SchPrgAftSchool	79,380	-	(79,380)	
5814 SchPrgAcadComps	2,635	6,000	3,365	
5819 SchlProgs-Other	1,133	-	(1,133)	
5820 Audit & CPA	10,609	8,500	(2,109)	
5825 DMSBusinessSvcs	-	-	-	
5835 Field Trips	48,939	40,000	(8,939)	
5836 FieldTrip Trans	-	-	-	
5840 MarkngStdtRecrt	18,847	10,000	(8,847)	
5850 Oversight Fees	37,247	37,779	532	
5857 Payroll Fees	16,058	10,000	(6,058)	
5860 Service Fees	1,061	1,000	(61)	
5861 Prior Year Services	12,224	-	(12,224)	
5863 Prof Developmnt	12,360	5,000	(7,360)	
5864 Prof Dev-Other	8,725	5,000	(3,725)	
5869 SpEd Ctrct Inst	86,975	52,179	(34,796)	
5872 SpEd Fees	12,006	12,802	796	
5875 StaffRecruiting	-	-	-	
5884 Substitutes	25,000	27,000	2,000	
5890 OthSvcsNon-Inst	244,216	-	(244,216)	Reflects no Prop 39 in 2019-20
5900 Communications	1,225	-	(1,225)	
5920 TelecomInternet	33,838	28,000	(5,838)	
5930 PostageDelivery	5,150	5,000	(150)	
5940 Technology	24,258	21,300	(2,958)	
5990 PY Services	-	-	-	
SUBTOTAL - Services & Operations	**1,993,280**	**1,613,880**	**(379,401)**	
Capital Outlay & Depreciation				
6100 Site Imp (Pre-Capitalization)	29,224	-	(29,224)	No pre-cap improvements included
6400 EquipFixed	29,000	22,000	(7,000)	Reduced pre-cap equipment
6900 Depreciation	45,647	45,000	(647)	
SUBTOTAL - Cap Outlay & Dep.	**103,871**	**67,000**	**(36,871)**	

2019-20 Budget			
MSA SD	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	-	-	-	
TOTAL EXPENDITURES	**4,897,738**	**4,335,264**	**(562,474)**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-SD

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	542,007	321,589	184,508	272,432	251,780	211,610	235,130	225,130	174,995	449,299	482,862	526,940	581,899	
Revenue														
LCFF Entitlement	41,684	177,272	346,208	275,334	255,816	255,816	275,334	273,899	571,705	357,596	332,409	332,409	264,482	3,759,963
Federal Revenue	-	-	11,069	-	-	17,108	10,651	10,651	10,651	10,651	10,651	10,651	17,613	109,696
Other State Revenues	22,960	22,960	67,960	41,327	41,327	87,910	41,327	2,629	29,261	2,629	38,331	49,211	(35,702)	412,129
Other Local Revenues	8,115	8,115	8,115	8,115	8,115	8,115	8,115	8,115	8,115	8,115	8,115	8,115	-	97,381
Total Revenue	72,759	208,347	433,351	324,777	305,258	368,948	335,428	295,294	619,732	378,991	389,506	400,387	246,393	4,379,170
Expenses														
Certificated Salaries	121,198	121,198	121,198	121,198	121,198	121,198	121,198	121,198	121,198	121,198	121,198	121,198	60,599	1,514,978
Classified Salaries	28,931	28,931	28,931	28,931	28,931	28,931	28,931	28,931	28,931	28,931	28,931	28,931	14,466	361,638
Benefits	55,695	55,695	55,695	55,695	55,695	55,695	55,695	55,695	55,695	55,695	55,695	55,695	27,848	696,191
Books and Supplies	6,526	6,526	6,526	6,526	6,526	6,526	6,526	6,526	6,526	6,526	6,526	6,526	3,263	81,577
Services and Operations	129,110	129,110	129,110	129,110	129,110	129,110	129,110	129,110	129,110	129,110	129,110	129,110	64,555	1,613,880
Depreciation / Cap Outlay	5,360	5,360	5,360	5,360	5,360	5,360	5,360	5,360	5,360	5,360	5,360	5,360	2,680	67,000
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	346,821	346,821	346,821	346,821	346,821	346,821	346,821	346,821	346,821	346,821	346,821	346,821	173,411	4,335,264
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	197,577													197,577
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)	(3,594)	(3,594)	(3,594)	(3,594)	(3,594)	(3,594)	(3,594)	(3,594)	(3,594)	(3,594)	(3,594)	(3,594)		(43,128)
Expenses - Prior Year Accruals	(145,325)													(145,325)
Accounts Payable - Current Year														-
Summer Holdback for Teachers	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987		59,844
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	53,645	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393		68,968
Total Change in Cash	(220,418)	(137,081)	87,923	(20,652)	(40,170)	23,520	(10,000)	(50,134)	274,304	33,563	44,078	54,959		112,874
ENDING CASH (TOTAL)	321,589	184,508	272,432	251,780	211,610	235,130	225,130	174,995	449,299	482,862	526,940	581,899		

<<< = 49 days cash
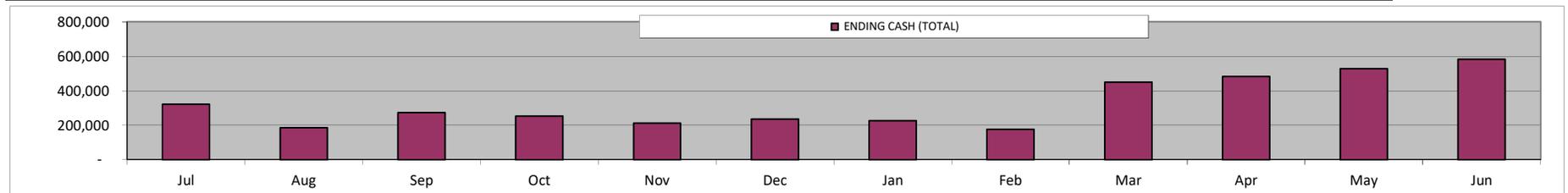
MERF   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $60,271.

This will allow MERF to end this fiscal year with a balance of $429,848, which is 7.8% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is $625,457, which represents 42 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.

REVENUE CHANGES FROM PRIOR YEAR

Other Local Revenues: This category includes all MERF revenues from the sites, as well as other schoolwide revenue sources.

Other Local Revenues are projected at $65,801 higher than in the prior year, reflecting updated projections of CMO fee revenue.

SIGNIFICANT CHANGES IN EXPENSES

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $169,894 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at ($11,335) lower than in the prior year, 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 ($565,898) lower than in the prior year, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.

These costs are projected at ($11,515) lower than in the prior year, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA MERF	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:			-	
SUMMARY				
Revenue				
LCFF Entitlement	-	-	-	Growth in ADA & LCFF funding
Federal Revenue	-	-	-	No CSFIG assumed in 19-20
Other State Revenues	-	-	-	No one-time (as of May Revise)
Other Local Revenues	5,491,181	5,556,982	65,801	SPED Concentration Grant
Total Revenue	**5,491,181**	**5,556,982**	**65,801**	
Expenditures				
Certificated Salaries	384,571	751,794	367,223	ADA growth + step/column
Classified Salaries	2,103,974	1,824,791	(279,183)	ADA growth + targeted adjustments
Benefits	782,961	864,815	81,854	Increasing to match staff costs
Books and Supplies	108,765	97,430	(11,335)	No one-time state funds
Services and Operating Exp.	2,523,779	1,957,881	(565,898)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	11,515	-	(11,515)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**5,915,565**	**5,496,711**	**(418,854)**	
Net Revenues	**(424,384)**	**60,271**	**484,655**	
Fund Balance				
Beginning Balance	793,961	369,577		
Net Revenues	(424,384)	60,271		
Ending Fund Balance	**369,577**	**429,848**		
Components of Fund Balance				
Available For Econ. Uncert.	352,959	413,230	7.5% of Exp.	
Restricted Balances	-	-	0.0% of Exp.	
Net Fixed Assets	16,618	16,618	0.3% of Exp.	
Ending Fund Balance	**369,577**	**429,848**	**7.8% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

	2019-20 Budget			
MSA MERF	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	-	-	-	ADA growth + LCFF funding increase
8012 EPA Entitlement	-	-	-	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	-	-	-	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**-**	**-**	**-**	
Federal Revenue				
8181 SpEd - Revenue	-	-	-	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	-	-	-	
SUBTOTAL - Federal Revenue	**-**	**-**	**-**	
Other State Revenue				
8311 SpEd Revenue	-	-	-	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	-	-	-	No one-time funding
8560 StateLotteryRev	-	-	-	
8590 AllOthStateRev	-	-	-	No one-time funding
SUBTOTAL - Other State Revenue	**-**	**-**	**-**	
Local Revenue				
8600 Other Local Revenue	-	-	-	Reduced to Summer Program only
8600 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	51,883	-	(51,883)	SPED Concentration Grant
8701 CMO Fee - MSA-1	994,835	895,132	(99,703)	
8702 CMO Fee - MSA-2	898,892	811,213	(87,679)	
8703 CMO Fee - MSA-3	991,104	895,132	(95,972)	
8704 CMO Fee - MSA-4	77,657	67,135	(10,522)	

		2019-20 Budget			
MSA MERF		**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
8705	CMO Fee - MSA-5	103,253	167,837	64,584	
8706	CMO Fee - MSA-6	46,452	67,135	20,683	
8707	CMO Fee - MSA-7	496,785	447,566	(49,219)	
8708	CMO Fee - MSA-8	991,436	895,132	(96,304)	
8709	CMO Fee - MSA-SA	404,170	895,132	490,962	
8712	CMO Fee - MSA-SD	409,714	415,570	5,856	
8791	SpEd Revenue (Local)	-	-	-	
8802	Private Donations/Grants	25,000	-	(25,000)	
8803	Fundraising	-	-	-	
8999	Revenues-Susp	-	-	-	
	SUBTOTAL - Local Revenue	**5,491,181**	**5,556,982**	**65,801**	
TOTAL REVENUE		**5,491,181**	**5,556,982**	**65,801**	
EXPENDITURES DETAIL					
Certificated Salaries					
1100	TeacherSalaries	-	-	-	ADA Growth + step/column
1300	Cert Adminis	384,571	751,794	367,223	ADA Growth + step/column
	SUBTOTAL - Certificated Salaries	**384,571**	**751,794**	**367,223**	
Classified Salaries					
2100	Instructional Aides	-	-	-	Split out from 2900
2200	Classified Support	-	-	-	Split out from 2900
2400	Clerical & Tech	1,855,062	1,248,040	(607,022)	Targeted adjustments
2900	OtherClassStaff	248,912	576,750	327,838	Moving to 2100/2200
	SUBTOTAL - Classified Salaries	**2,103,974**	**1,824,791**	**(279,183)**	
Employee Benefits					
3101	STRS	94,038	149,034	54,996	Corresponds to higher staff costs
3202	PERS	49,981	136,042	86,061	Corresponds to higher staff costs
3301	OASDI/Med	141,870	194,326	52,456	Corresponds to higher staff costs
3401	HlthWelfare	302,748	350,925	48,177	Reduced from 2018-19
3501	UnemployIns	11,919	1,270	(10,649)	
3601	WorkersCmp	28,088	-	(28,088)	Reduced from 2018-19
3701	Other Retirement	-	-	-	
3901	OthBenes	154,317	33,218	(121,099)	
	SUBTOTAL - Employee Benefits	**782,961**	**864,815**	**81,854**	

	2019-20 Budget			
MSA MERF	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	1,051	1,000	(51)	
4200 BooksOthRefMats	-	-	-	
4310 Ins Mats & Sups	5,500	1,000	(4,500)	No one-time funding
4315 OthrSupplies	-	-	-	
4320 Office Supplies	34,400	14,080	(20,320)	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	-	-	-	
4335 PE Supplies	-	-	-	
4340 Educat Software	9,000	15,000	6,000	
4345 NonInstStdntSup	-	-	-	
4346 TeacherSupplies	-	-	-	
4350 Cust. Supplies	-	-	-	
4351 Yearbook	-	-	-	
4390 Uniforms	-	-	-	
4400 NonCapEquip-Gen	8,971	5,500	(3,471)	
4410 ClssrmFrnEqp<5k	-	-	-	
4430 OffceFurnEqp<5k	2,000	2,000	-	
4440 Computers <$5k	7,310	9,200	1,890	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	-	-	-	
4720 Food:Other Food	40,533	49,650	9,117	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**108,765**	**97,430**	**(11,335)**	
Services & Other Operating Expenses				
5101 CMO Fees	-	-	-	
5205 Conference Fees	36,990	25,668	(11,322)	As per site-level discussion
5210 MilesParkTolls	115,000	74,000	(41,000)	As per site-level discussion
5215 TravConferences	-	-	-	
5220 TraLodging	114,650	66,000	(48,650)	As per site-level discussion
5300 DuesMemberships	62,573	33,650	(28,923)	As per site-level discussion
5450 Other Insurance	40,000	35,000	(5,000)	
5500 OpsHousekeeping	15,000	5,000	(10,000)	
5510 Gas & Electric	-	-	-	
5610 Rent & Leases	178,570	177,745	(825)	

	2019-20 Budget			
MSA MERF	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
5620 EquipmentLeases	13,000	5,000	(8,000)	
5630 Reps&MaintBldng	2,500	1,000	(1,500)	
5800 ProfessServices	534,100	377,718	(156,382)	As per site-level discussion
5810 Legal	330,000	170,000	(160,000)	As per site-level discussion
5811 Property Tax	-	-	-	
5813 SchPrgAftSchool	-	-	-	
5814 SchPrgAcadComps	-	-	-	
5819 SchlProgs-Other	-	-	-	
5820 Audit & CPA	70,000	90,000	20,000	
5825 DMSBusinessSvcs	500,000	520,000	20,000	
5835 Field Trips	25,000	-	(25,000)	
5836 FieldTrip Trans	-	-	-	
5840 MarkngStdtRecrt	57,827	53,000	(4,827)	
5850 Oversight Fees	-	-	-	
5857 Payroll Fees	20,000	20,000	-	
5860 Service Fees	19,400	30,000	10,600	
5861 Prior Year Services	-	-	-	
5863 Prof Developmnt	66,525	90,900	24,375	
5864 Prof Dev-Other	38,500	15,500	(23,000)	
5869 SpEd Ctrct Inst	-	-	-	
5872 SpEd Fees	-	-	-	
5875 StaffRecruiting	15,087	15,000	(87)	
5884 Substitutes	-	-	-	
5890 OthSvcsNon-Inst	-	-	-	Reflects no Prop 39 in 2019-20
5900 Communications	32,950	5,000	(27,950)	
5920 TelecomInternet	4,000	4,000	-	
5930 PostageDelivery	11,413	5,500	(5,913)	
5940 Technology	220,694	138,200	(82,494)	As per site-level discussion
5990 PY Services	-	-	-	
SUBTOTAL - Services & Operations	**2,523,779**	**1,957,881**	**(565,898)**	
Capital Outlay & Depreciation				
6100 Site Imp (Pre-Capitalization)	-	-	-	
6400 EquipFixed	11,000	-	(11,000)	Reduced pre-cap equipment
6900 Depreciation	515	-	(515)	
SUBTOTAL - Cap Outlay & Dep.	**11,515**	**-**	**(11,515)**	

2019-20 Budget			
MSA MERF	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows			
7299 Encroachment	-	-	-
7438 InterestExpense	-	-	-
SUBTOTAL - Other Outflows	-	-	-
TOTAL EXPENDITURES	**5,915,565**	**5,496,711**	**(418,854)**

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MERF	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,569,070	625,457	628,763	632,068	635,374	638,679	641,984	645,290	648,595	651,901	655,206	658,511	661,817	
Revenue														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenues	444,559	444,559	444,559	444,559	444,559	444,559	444,559	444,559	444,559	444,559	444,559	444,559	222,279	5,556,982
Total Revenue	**444,559**	**444,559**	**444,559**	**444,559**	**444,559**	**444,559**	**444,559**	**444,559**	**444,559**	**444,559**	**444,559**	**444,559**	**222,279**	**5,556,982**
Expenses														
Certificated Salaries	60,144	60,144	60,144	60,144	60,144	60,144	60,144	60,144	60,144	60,144	60,144	60,144	30,072	**751,794**
Classified Salaries	145,983	145,983	145,983	145,983	145,983	145,983	145,983	145,983	145,983	145,983	145,983	145,983	72,992	**1,824,791**
Benefits	69,185	69,185	69,185	69,185	69,185	69,185	69,185	69,185	69,185	69,185	69,185	69,185	34,593	**864,815**
Books and Supplies	7,794	7,794	7,794	7,794	7,794	7,794	7,794	7,794	7,794	7,794	7,794	7,794	3,897	**97,430**
Services and Operations	156,630	156,630	156,630	156,630	156,630	156,630	156,630	156,630	156,630	156,630	156,630	156,630	78,315	**1,957,881**
Depreciation / Cap Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**439,737**	**439,737**	**439,737**	**439,737**	**439,737**	**439,737**	**439,737**	**439,737**	**439,737**	**439,737**	**439,737**	**439,737**	**219,868**	**5,496,711**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	(135,616)													**(135,616)**
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)	(46,752)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)		**(63,432)**
Expenses - Prior Year Accruals	(766,066)													**(766,066)**
Accounts Payable - Current Year	-													-
Summer Holdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Current)		-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)		-	-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	**(948,434)**	**(1,516)**	**(1,516)**	**(1,516)**	**(1,516)**	**(1,516)**	**(1,516)**	**(1,516)**	**(1,516)**	**(1,516)**	**(1,516)**	**(1,516)**		**(965,114)**
Total Change in Cash	**(943,613)**	**3,305**	**3,305**	**3,305**	**3,305**	**3,305**	**3,305**	**3,305**	**3,305**	**3,305**	**3,305**	**3,305**		**(904,842)**
ENDING CASH	**625,457**	**628,763**	**632,068**	**635,374**	**638,679**	**641,984**	**645,290**	**648,595**	**651,901**	**655,206**	**658,511**	**661,817**	<<< = 44 days cash	

QUESTIONS & COMMENTS

MAGNOLIA
PUBLIC SCHOOLS
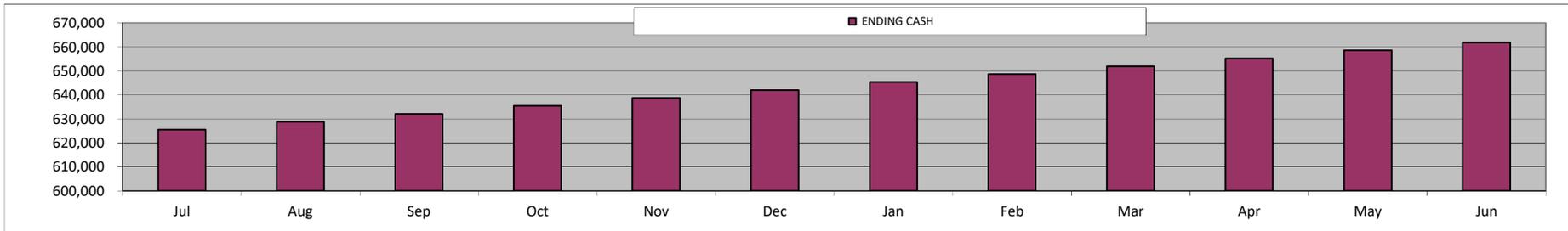
Board Agenda Item #	Agenda # III B- Action Item
Date:	6-13-19
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Nanie Montijo, CFO/Karl Yoder, DMS
RE:	Adoption of 2019-20 Budget, Approval of Vendors and Ongoing Contracts over $25,000, Approval of Home Office Fees Structure for 2019-20

*** The budget was approved by the Finance Committee May 31, 2019.

Proposed Board Recommendation

I move that the Board:

1. Adopt the 2019-20 Budget as reviewed and recommended for approval by the MPS Finance Committee

2. Approve all vendors and ongoing contracts over $25,000 for fiscal year 2019-20 as listed on the attached document.

3. Approve the Home Office Management Fee Structure for FY 2019-20

Background

- The Adopted Budget is part of an ongoing series of state-required reports for the 2019-20 fiscal year. The state requires that all local educational agencies adopt a budget by July 1 of each year. County superintendents are required to examine the adopted budget for each school district in the county and the State Superintendent of Public Instruction (SSPI) is required to examine the adopted budget for each county office of education. Budgets are examined for compliance with state-adopted criteria and standards, to identify technical corrections needed, and to determine whether the budget will allow the LEA to meet budget year and multiyear financial commitments.

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

- The board approves all vendors and ongoing contracts included in the attached list annually. MPS Financial Policy PUR107 requires all contracts over $25,000 to go thru RFP process and be approved by the Board if not included in the board approved Master Vendor List.

- Home office management fees are calculated based on a fee structure approved by the board in 2015-16. Fees are calculated based on the projected ADA per school site or budgeting purposes. A final amount is recalculated at the end of each fiscal year using P2 report.

Budget Implications

Fees are included in 2019-20 Proposed Budgets for MERF and all MPS schools.

Attachments

2019-20 Proposed Budget

2019-20 Master Vendor and Contract List

2019-20 Home Office Management Fees

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer

2019-20 Budget

June 13, 2019 Board Meeting

2019-20 Budget: Executive Summary

Highlights

- This 2019-20 July 1 Budget projects a surplus of $773,095 overall, an improvement of $3.3 million from 2018-19

- Each MSA campus has a projected budget surplus of at least 1.0%, with the exception of MSA-1 (which still has a budget surplus of $25k)

- Projected ending balance at fiscal year-end in June 2020 is now $25.2 million, or 44.7% of expenses (recommended minimum reserve level = 5.0% of expenses)

2019-20 Budget:
2018-19 Estimated Actuals Trending

- For the 2018-19 year just ending, the line items for some Services & Operations areas (mainly in Professional Services, Professional Development, Consulting Services, Legal, and Prop 39 Projects) are running substantially under budget to date.

- If the trend continues, this would mean a higher budget surplus for 2018-19 and a higher beginning balance for 2019-20 than shown here.

- These items include $1.6M of Prop 39 projects which we are anticipating carried over into next year or returned to the state if not encumbered by June 30, 2019, and also include between $500,000 and $1,000,000 of expenses related to restricted funding sources that will likely be deferred until 2019-20, removing the expenditure variance for those items.

- We anticipate the possibility that final 2018-19 expenses for Services and Operations may be at least $500,000 less than shown in these 2018-19 Estimated Actuals,, and potentially more depending on what Prop 39 projects and restricted revenues are deferred until 2019-20.

- This is still a preliminary estimate, and final results may vary significantly due to large year-end expenditures. We will keep the Board apprised of new developments as we move through the end of the 2018-19 fiscal year and final year-end closing of the books.

2019-20 Budget: Revenues

LCFF Entitlement

- Most funding is through the Local Control Funding Formula, which pays approximately $10k per ADA (average daily attendance) depending on grade level and socioeconomic factors

- ADA is increasing 145 from 2018-19, which results in $3 million more in LCFF revenue

Federal Revenues

- Removed $1.2 million in CSFIG and other federal revenue

Other State Revenues

- Drop of $1.4 million in one-time Mandate Reimbursement & Low-Performing Grant

- Improvement in SB740 Facility Grant revenue

Other Local Revenues

- Removing private grants and donations until awarded/received

2019-20 Budget: Expenditures

Salaries & Benefits

- Staffing costs increasing 4.1%, reflecting COLA and ADA increases
- Slight increase in STRS, but mitigated by Governor's Budget

Books & Supplies

- Reduced $644k, primarily from removal of one-time grant revenues

Services & Operations

- Reduced $2.3 million, primarily from completing one-time Prop 39 projects (2018-19 actuals may vary from estimates shown here)

Depreciation, Capital Outlay, and Other Outflows

- Reduction of $735k in new fixed asset acquisitions

2019-20 Budget:
State Economic Outlook

- New 2019-20 "Governor's Budget" was released in January, and revised in May (i.e. the "May Revise"

- Budget is now in negotiation at the Assembly and Senate - failure of Measure EE may trigger stronger pressure for state funding relief

- Changes from the Governor's May Revise are anticipated, but net result to MPS is not yet known.

- Special Education Concentration Grant may not end up being approved, but might be replaced with other ongoing or one-time revenue

- Rainy day support at the state level continues to improve, mitigating the impact of a future economic downturn, and means we can rely more on revenue projections in Years 2-5

- Magnolia should be cautious, as always, but can reasonably rely on State revenue projections for the next few years given the "rainy day fund" at the State level

2019-20 Budget: Executive Summary

MSA - Consolidated	2018-19 Est. Actuals	Proposed 2019-20 Budget	Change from 2018-19	Primary Reasons For Variance (see budget detail for all changes)
Average Daily Attendance	3,802	3,947	145	Growth across multiple campuses
SUMMARY				
Revenues				
LCFF Entitlement	39,822,616	42,792,722	2,970,106	Increases in ADA and per-ADA LCFF funding
Federal Revenues	3,540,557	2,377,423	(1,163,134)	Removal of one-time funding
Other State Revenues	6,418,492	5,000,977	(1,417,516)	Removal of one-time funding
Other Local Revenues	6,498,077	7,099,177	601,100	
Total Revenues	**56,279,742**	**57,270,298**	**990,557**	
Expenditures				
Salaries & Benefits	32,863,312	34,288,226	1,424,914	Reflects COLA & ADA increases
Books and Supplies	2,486,246	1,842,101	(644,145)	No one-time grants
Services and Operating Exp.	20,937,545	18,590,454	(2,347,091)	No one-time Prop 39 projects
Depreciation & Cap Outlay	1,929,045	1,194,779	(734,266)	Increased equipment & improvements
Other Outflows	595,203	581,644	(13,559)	
Total Expenditures	**58,811,350**	**56,497,204**	**(2,314,147)**	
Net Revenues	**(2,531,609)**	**773,095**	**3,304,703**	
Beginning Balance (July 1, 2018)	26,993,791	24,462,182		
Net Revenues in 2018-19	(2,531,609)	773,095		
Ending Balance (June 30, 2019)	**24,462,182**	**25,235,277**		
Ending Bal. as % of Exp.:	**41.6%**	**44.7%**		

2019-20 Budget: Summary By Site

2019-20 Budget - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Enrollment	657	458	509	167	250	160	292	481	675	465		4,114
Attendance (ADA)	634	437	480	158	235	156	280	473	648	447		3,947
Revenue												
LCFF Entitlement	7,307,540	4,981,790	5,299,249	1,836,399	2,698,012	1,602,764	2,950,896	5,012,273	7,343,836	3,759,963	-	42,792,722
Federal Revenue	433,659	296,037	251,373	108,918	152,432	104,655	163,297	333,831	423,524	109,696	-	2,377,423
Other State Revenues	1,345,875	385,771	479,371	147,538	213,252	204,032	585,683	499,379	727,946	412,129	-	5,000,977
Other Local Revenues	246,161	206,648	36,129	113,837	71,867	86,677	40,768	5,000	186,644	97,381	6,008,065	7,099,177
Total Revenue	9,333,235	5,870,246	6,066,121	2,206,692	3,135,562	1,998,128	3,740,644	5,850,484	8,681,950	4,379,170	6,008,065	57,270,298
Expenses												
Certificated Salaries	3,044,709	2,208,157	2,131,288	897,582	1,231,072	759,006	1,155,464	2,029,445	2,679,902	1,514,978	751,794	18,403,398
Classified Salaries	615,744	551,004	616,864	129,093	294,956	155,622	463,111	545,984	865,101	361,638	2,123,332	6,722,449
Benefits	1,297,240	1,029,296	1,039,594	403,907	606,632	372,372	556,312	888,921	1,286,438	696,191	985,475	9,162,379
Books and Supplies	311,378	189,782	155,103	70,662	165,607	87,500	98,900	283,659	300,504	81,577	97,430	1,842,101
Services and Operations	3,904,635	1,682,949	1,989,131	662,148	713,143	557,458	1,370,530	1,958,769	2,148,048	1,613,880	1,989,763	18,590,454
Depreciation / Cap Outlay	134,000	140,000	67,677	19,312	17,579	18,224	15,987	85,000	630,000	67,000	-	1,194,779
Other Outflows	-	-	-	-	-	-	-	-	581,644	-	-	581,644
Total Expenses	9,307,706	5,801,188	5,999,656	2,182,703	3,028,990	1,950,181	3,660,305	5,791,779	8,491,638	4,335,264	5,947,794	56,497,204
Net Revenue	25,529	69,059	66,465	23,989	106,573	47,947	80,339	58,704	190,312	43,906	60,271	773,095
Fund Balance												
Beginning Balance	4,921,433	793,675	743,965	882,995	1,823,299	1,620,159	1,220,433	4,254,119	7,523,508	309,020	369,577	24,462,182
Net Revenue	25,529	69,059	66,465	23,989	106,573	47,947	80,339	58,704	190,312	43,906	60,271	773,095
Projected Ending Balance	4,946,962	862,734	810,430	906,984	1,929,871	1,668,106	1,300,772	4,312,823	7,713,821	352,926	429,848	25,235,277
Ending Bal. as % of Exp.:	53.1%	14.9%	13.5%	41.6%	63.7%	85.5%	35.5%	74.5%	90.8%	8.1%	7.2%	44.7%

2019-20 Budget:
Average Daily Attendance
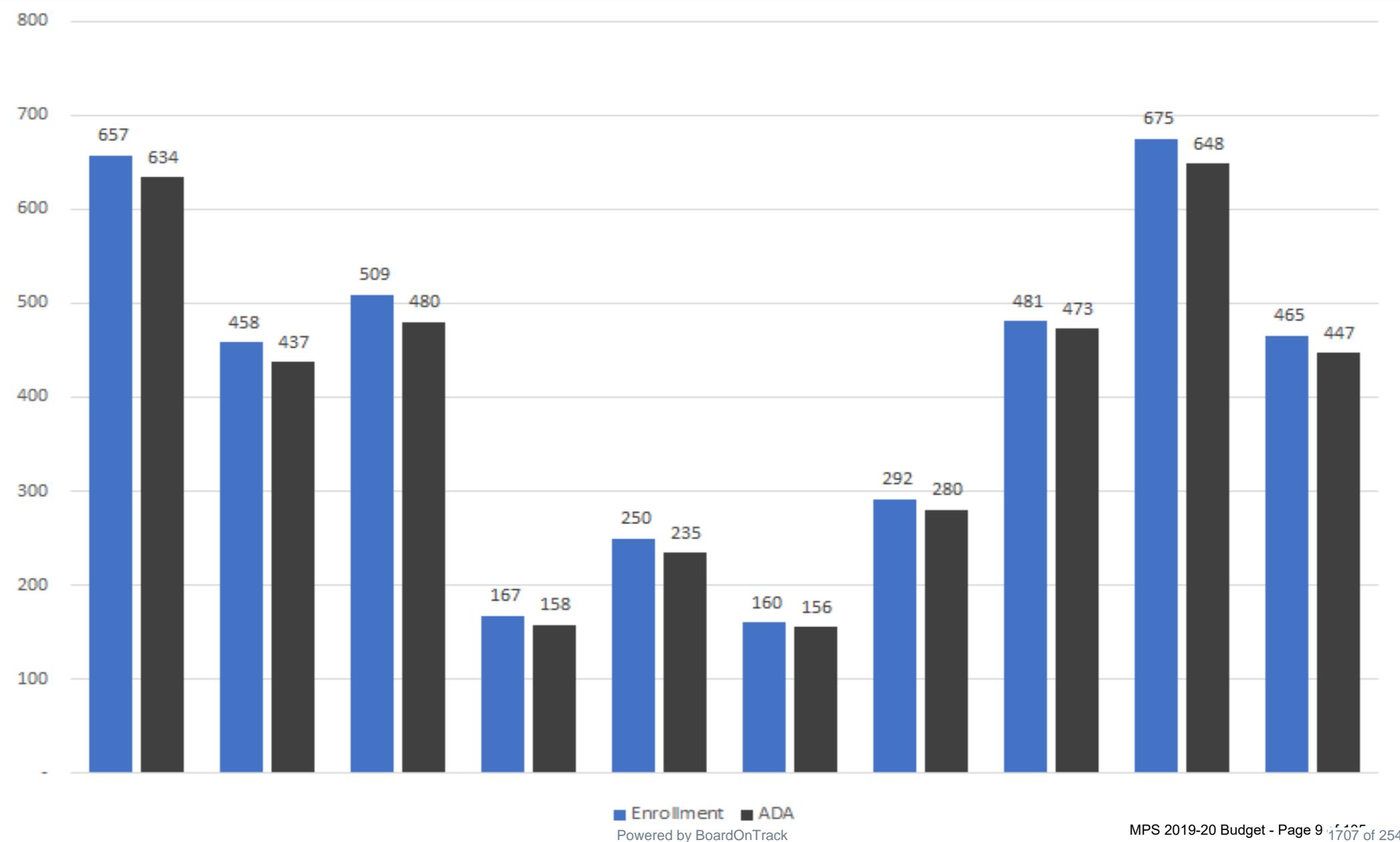
2019-20 Budget - Enrollment and ADA Assumptions

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	TOTAL
TK	-	-	-	-	-	-	12	-	7		19
K	-	-	-	-	-	-	56	-	51		107
1	-	-	-	-	-	-	56	-	55		111
2	-	-	-	-	-	-	56	-	56		112
3	-	-	-	-	-	-	56	-	56		112
4	-	-	-	-	-	-	28	-	56		84
5	-	-	-	-	-	-	28	-	56		84
6	140	100	75	12	30	60		121	59	160	757
7	133	94	104	10	58	60		180	55	155	849
8	90	84	106	17	57	40		180	55	150	779
9	85	50	66	34	33	-		-	56		324
10	75	47	52	30	35	-		-	61		300
11	70	46	52	23	27	-		-	24		242
12	64	37	54	41	10	-		-	28		234
	657	**458**	**509**	**167**	**250**	**160**	**292**	**481**	**675**	**465**	**4,114**
Demographic Information											
Total Enrollment	657	458	509	167	250	160	292	481	675	465	**4,114**
# LCFF Unduplicated	583	397	415	133	202	129	228	432	591	128	**3,238**
LCFF Unduplicated Pupil %	**88.7%**	**86.7%**	**81.5%**	**79.6%**	**80.8%**	**80.6%**	**78.1%**	**89.8%**	**87.6%**	**27.5%**	**78.7%**
LCFF Undup % (3-Year):	**88.7%**	**86.6%**	**81.5%**	**79.6%**	**81.0%**	**80.9%**	**78.0%**	**89.8%**	**87.5%**	**27.5%**	
Enrollment Summary											
TK-3	-	-	-	-	-	-	236	-	225	-	461
4-6	140	100	75	12	30	60	56	121	171	160	925
7-8	223	178	210	27	115	100	-	360	110	305	1,628
9-12	294	180	224	128	105	-	-	-	169	-	1,100
Total Enrolled	**657**	**458**	**509**	**167**	**250**	**160**	**292**	**481**	**675**	**465**	**4,114**
Average ADA %	**96.438%**	**95.500%**	**94.330%**	**94.647%**	**93.832%**	**97.188%**	**95.853%**	**98.260%**	**96.000%**	**96.140%**	
ADA (P-2 Projected)											
TK-3	-	-	-	-	-	-	226.21	-	216.00	-	442.21
4-6	134.29	95.50	71.25	10.99	28.54	58.31	53.68	118.89	164.16	154.40	890.01
7-8	216.28	169.99	199.50	26.19	107.76	97.19	-	353.74	105.60	292.65	1,568.90
9-12	283.03	171.90	209.39	120.88	98.28	-	-	-	162.24	-	1,045.72
Total ADA	**633.60**	**437.39**	**480.14**	**158.06**	**234.58**	**155.50**	**279.89**	**472.63**	**648.00**	**447.05**	**3,946.84**

2019-20 Budget				
MSA Consolidated	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	3,802	3,947	145	
SUMMARY				
Revenue				
LCFF Entitlement	39,822,616	42,792,722	2,970,106	Growth in ADA & LCFF funding
Federal Revenue	3,540,557	2,377,423	(1,163,134)	No CSFIG assumed in 19-20
Other State Revenues	6,418,492	5,000,977	(1,417,516)	No one-time (as of May Revise)
Other Local Revenues	6,498,077	7,099,177	601,100	SPED Concentration Grant
Total Revenue	**56,279,742**	**57,270,298**	**990,557**	
Expenditures				
Certificated Salaries	17,515,957	18,403,398	887,441	ADA growth + step/column
Classified Salaries	6,635,954	6,722,449	86,495	ADA growth + targeted adjustments
Benefits	8,711,400	9,162,379	450,978	Increasing to match staff costs
Books and Supplies	2,486,246	1,842,101	(644,145)	No one-time state funds
Services and Operating Exp.	20,937,545	18,590,454	(2,347,091)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	1,929,045	1,194,779	(734,266)	Reduction in Cap Improvements
Other Outflows	595,203	581,644	(13,559)	
Total Expenditures	**58,811,350**	**56,497,204**	**(2,314,147)**	
Net Revenues	**(2,531,609)**	**773,095**	**3,304,703**	
Fund Balance				
Beginning Balance	26,993,791	24,462,182		
Net Revenues	(2,531,609)	773,095		
Ending Fund Balance	**24,462,182**	**25,235,277**		
Components of Fund Balance				
Available For Econ. Uncert.	14,878,476	16,976,727	30.0% of Exp.	
Restricted Balances	1,071,803	775,426	1.4% of Exp.	
Net Fixed Assets	8,511,903	7,483,124	13.2% of Exp.	
Ending Fund Balance	**24,462,182**	**25,235,277**	**44.7% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

MSA Consolidated	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
2019-20 Budget				
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	24,971,893	27,208,314	2,236,421	ADA growth + LCFF funding increase
8012 EPA Entitlement	4,155,679	4,384,660	228,981	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	10,695,044	11,199,748	504,704	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**39,822,616**	**42,792,722**	**2,970,106**	
Federal Revenue				
8181 SpEd - Revenue	562,031	595,707	33,676	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	2,978,526	1,781,716	(1,196,810)	No CSFIG assumed for 19-20
SUBTOTAL - Federal Revenue	**3,540,557**	**2,377,423**	**(1,163,134)**	
Other State Revenue				
8311 SpEd Revenue	2,260,653	2,302,147	41,494	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	780,238	126,458	(653,780)	No one-time funding
8560 StateLotteryRev	778,564	844,450	65,886	
8590 AllOthStateRev	2,599,037	1,727,921	(871,115)	No one-time funding
SUBTOTAL - Other State Revenue	**6,418,492**	**5,000,977**	**(1,417,516)**	
Local Revenue				
8600 Other Local Revenue	252,422	69,334	(183,088)	Reduced until awarded
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	2,500	-	(2,500)	
8660 Interest	9,376	10,104	728	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	484,981	1,011,673	526,693	SPED Concentration Grant
8701 CMO Fee - MSA-1	994,835	973,666	(21,169)	
8702 CMO Fee - MSA-2	898,892	882,385	(16,507)	
8703 CMO Fee - MSA-3	991,104	973,666	(17,438)	
8704 CMO Fee - MSA-4	77,657	73,025	(4,632)	

	2019-20 Budget			
MSA Consolidated	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
8705 CMO Fee - MSA-5	103,253	182,562	79,309	
8706 CMO Fee - MSA-6	46,452	73,025	26,573	
8707 CMO Fee - MSA-7	496,785	486,833	(9,952)	
8708 CMO Fee - MSA-8	991,436	973,666	(17,770)	
8709 CMO Fee - MSA-SA	404,170	973,666	569,496	Restored SA CMO fee
8712 CMO Fee - MSA-SD	409,714	415,570	5,856	
8791 SpEd Revenue (Local)	45,000	-	(45,000)	Not budgeted until awarded
8802 Private Donations/Grants	229,500	-	(229,500)	Not budgeted until awarded
8803 Fundraising	60,000	-	(60,000)	Not budgeted until awarded
8999 Revenues-Susp	-	-	-	
SUBTOTAL - Local Revenue	**6,498,077**	**7,099,177**	**601,100**	
TOTAL REVENUE	**56,279,742**	**57,270,298**	**990,557**	
EXPENSES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	13,843,072	14,450,967	607,895	ADA Growth + step/column
1300 Cert Adminis	3,672,886	3,952,431	279,545	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**17,515,957**	**18,403,398**	**887,441**	
Classified Salaries				
2100 Instructional Aides	-	855,411	855,411	Split out from 2900
2200 Classified Support	-	848,999	848,999	Split out from 2900
2400 Clerical & Tech	3,453,281	3,084,239	(369,041)	Targeted adjustments
2900 OtherClassStaff	3,182,674	1,933,800	(1,248,873)	Moving to 2100/2200
SUBTOTAL - Classified Salaries	**6,635,954**	**6,722,449**	**86,495**	
Employee Benefits				
3101 STRS	2,916,278	3,175,824	259,546	Corresponds to higher staff costs
3202 PERS	704,436	1,112,695	408,259	Corresponds to higher staff costs
3301 OASDI/Med	769,116	739,208	(29,908)	Corresponds to higher staff costs
3401 HlthWelfare	3,833,179	3,698,904	(134,276)	Reduced from 2018-19
3501 UnemployIns	48,484	77,089	28,605	
3601 WorkersCmp	257,732	197,187	(60,545)	Reduced from 2018-19
3701 Other Retirement	-	-	-	
3901 OthBenes	182,174	161,472	(20,702)	
SUBTOTAL - Employee Benefits	**8,711,400**	**9,162,379**	**450,978**	

MSA Consolidated	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
2019-20 Budget				
Books & Supplies				(Below items adj. per site-level meetings
4100 Text&CoreCurric	383,077	261,000	(122,077)	
4200 BooksOthRefMats	20,244	30,200	9,956	
4310 Ins Mats & Sups	768,119	188,640	(579,480)	No one-time funding
4315 OthrSupplies	35,872	22,198	(13,674)	
4320 Office Supplies	126,535	122,080	(4,455)	
4325 ProfDevMat&Sups	1,500	1,500	-	
4326 Arts&MusicSupps	17,235	31,981	14,746	
4335 PE Supplies	51,968	41,000	(10,968)	
4340 Educat Software	413,441	408,584	(4,858)	
4345 NonInstStdntSup	64,391	51,500	(12,891)	
4346 TeacherSupplies	24,785	41,000	16,215	
4350 Cust. Supplies	57,248	73,905	16,657	
4351 Yearbook	7,103	3,300	(3,803)	
4390 Uniforms	3,030	2,500	(530)	
4400 NonCapEquip-Gen	51,138	59,329	8,191	
4410 ClssrmFrnEqp<5k	19,014	14,000	(5,014)	
4430 OffceFurnEqp<5k	35,434	39,870	4,436	
4440 Computers <$5k	63,977	131,225	67,247	
4460 Fixed Asset Suspense	17,000	-	(17,000)	
4710 Food	172,000	208,000	36,000	
4720 Food:Other Food	147,133	110,290	(36,843)	
4990 Prior Year Exp	6,000	-	(6,000)	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**2,486,246**	**1,842,101**	**(644,145)**	
Services & Other Operating Expenses				
5101 CMO Fees	5,414,298	6,008,065	593,767	Restores SA CMO fee
5205 Conference Fees	60,109	38,168	(21,941)	
5210 MilesParkTolls	138,725	110,744	(27,981)	
5215 TravConferences	17,761	14,500	(3,261)	
5220 TraLodging	153,907	97,000	(56,907)	
5300 DuesMemberships	162,448	129,450	(32,998)	
5450 Other Insurance	274,731	278,808	4,077	
5500 OpsHousekeeping	214,321	231,050	16,729	
5510 Gas & Electric	302,926	338,500	35,574	

MSA Consolidated		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
2019-20 Budget					
5610	Rent & Leases	3,894,223	4,247,943	353,720	
5620	EquipmentLeases	224,739	192,202	(32,537)	
5630	Reps&MaintBldng	200,290	189,000	(11,290)	
5800	ProfessServices	1,059,737	1,013,839	(45,898)	
5810	Legal	858,745	331,000	(527,745)	
5811	Property Tax	3,393	-	(3,393)	
5813	SchPrgAftSchool	412,082	350,987	(61,095)	
5814	SchPrgAcadComps	57,253	63,000	5,747	
5819	SchlProgs-Other	103,976	140,301	36,325	
5820	Audit & CPA	172,716	189,771	17,055	
5825	DMSBusinessSvcs	500,000	520,000	20,000	
5835	Field Trips	226,202	301,283	75,081	
5836	FieldTrip Trans	92,215	63,860	(28,355)	
5840	MarkngStdtRecrt	182,588	194,000	11,412	
5850	Oversight Fees	418,674	432,626	13,952	
5857	Payroll Fees	205,730	192,878	(12,853)	
5860	Service Fees	37,756	43,055	5,298	
5861	Prior Year Services	24,079	10,000	(14,079)	
5863	Prof Developmnt	242,953	187,962	(54,992)	
5864	Prof Dev-Other	368,022	260,060	(107,962)	
5869	SpEd Ctrct Inst	969,806	805,446	(164,360)	
5872	SpEd Fees	278,743	248,880	(29,863)	
5875	StaffRecruiting	15,396	15,309	(87)	
5884	Substitutes	649,014	459,083	(189,931)	
5890	OthSvcsNon-Inst	2,191,251	76,014	(2,115,237)	Reflects no Prop 39 in 2019-20
5900	Communications	52,689	70,412	17,722	
5920	TelecomInternet	79,057	269,150	190,093	
5930	PostageDelivery	82,728	66,109	(16,619)	
5940	Technology	594,262	410,001	(184,261)	
5990	PY Services	-	-	-	
	SUBTOTAL - Services & Operatio	**20,937,545**	**18,590,454**	**(2,347,091)**	
Capital Outlay & Depreciation					
6100	Site Imp (Pre-Capitalization)	677,569	-	(677,569)	No pre-cap improvements included
6400	EquipFixed	246,233	166,000	(80,233)	Reduced pre-cap equipment
6900	Depreciation	1,005,243	1,028,779	23,536	
	SUBTOTAL - Cap Outlay & Depre	**1,929,045**	**1,194,779**	**(734,266)**	

2019-20 Budget			
MSA Consolidated	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**

Other Outflows				
7299	Encroachment	-	-	-
7438	InterestExpense	595,203	581,644	(13,559)
	SUBTOTAL - Other Outflows	**595,203**	**581,644**	**(13,559)**
TOTAL EXPENSES		**58,811,350**	**56,497,204**	**(2,314,147)**

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

All MPS	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	16,972,122	13,569,060	11,972,539	12,399,934	13,086,293	12,733,733	12,893,403	13,783,709	13,916,455	15,070,250	16,333,573	16,479,188		
Revenue														
LCFF Entitlement	1,248,595	1,890,297	3,530,876	4,141,994	3,103,074	3,103,074	4,141,994	3,550,358	4,360,295	4,680,935	3,527,525	3,527,525	1,986,181	**42,792,722**
Federal Revenue	-	-	356,343	-	-	422,533	214,666	214,666	214,666	214,666	214,666	214,666	310,551	**2,377,423**
Other State Revenues	242,984	242,984	648,485	437,372	437,372	711,714	437,372	271,448	482,560	271,448	307,150	545,789	(35,702)	**5,000,977**
Other Local Revenues	571,571	571,571	571,571	571,571	571,571	571,571	571,571	571,571	571,571	571,571	571,571	571,571	240,323	**7,099,177**
Total Revenue	**2,063,150**	**2,704,853**	**5,107,275**	**5,150,937**	**4,112,017**	**4,808,892**	**5,365,603**	**4,608,043**	**5,629,093**	**5,738,620**	**4,620,912**	**4,859,551**	**2,501,352**	**57,270,298**
Expenses														
Certificated Salaries	1,472,272	1,472,272	1,472,272	1,472,272	1,472,272	1,472,272	1,472,272	1,472,272	1,472,272	1,472,272	1,472,272	1,472,272	736,136	**18,403,398**
Classified Salaries	537,796	537,796	537,796	537,796	537,796	537,796	537,796	537,796	537,796	537,796	537,796	537,796	268,898	**6,722,449**
Benefits	732,990	732,990	732,990	732,990	732,990	732,990	732,990	732,990	732,990	732,990	732,990	732,990	366,495	**9,162,379**
Books and Supplies	147,368	147,368	147,368	147,368	147,368	147,368	147,368	147,368	147,368	147,368	147,368	147,368	73,684	**1,842,101**
Services and Operations	1,487,236	1,487,236	1,487,236	1,487,236	1,487,236	1,487,236	1,487,236	1,487,236	1,487,236	1,487,236	1,487,236	1,487,236	743,618	**18,590,454**
Depreciation / Cap Outlay	95,582	95,582	95,582	95,582	95,582	95,582	95,582	95,582	95,582	95,582	95,582	95,582	47,791	**1,194,779**
Other Outflows	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	23,266	**581,644**
Total Expenses	**4,519,776**	**4,519,776**	**4,519,776**	**4,519,776**	**4,519,776**	**4,519,776**	**4,519,776**	**4,519,776**	**4,519,776**	**4,519,776**	**4,519,776**	**4,519,776**	**2,259,888**	**56,497,204**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	2,370,242	-	-	-	-	-	-	-	-	-	-	-		**2,370,242**
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets	-	-	-	10,720	10,720	-	-	-	-	-	-	-		**21,440**
Due To (From)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(3,565,741)	-	-	-	-	-	-	-	-	-	-	-		**(3,565,741)**
Accounts Payable - Current Year	204,583	173,924	(204,583)	-	-	(173,924)	-	-	-	-	-	-		**-**
Summerholdback for Teachers	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479		**533,748**
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(946,437)**	**218,403**	**(160,104)**	**55,199**	**55,199**	**(129,445)**	**44,479**	**44,479**	**44,479**	**44,479**	**44,479**	**44,479**		**(640,311)**
Total Change in Cash	**(3,403,063)**	**(1,596,520)**	**427,394**	**686,360**	**(352,560)**	**159,670**	**890,306**	**132,746**	**1,153,795**	**1,263,323**	**145,615**	**384,254**		**132,784**
ENDING CASH	**13,569,060**	**11,972,539**	**12,399,934**	**13,086,293**	**12,733,733**	**12,893,403**	**13,783,709**	**13,916,455**	**15,070,250**	**16,333,573**	**16,479,188**	**16,863,442**		

<<< = 109 days cash
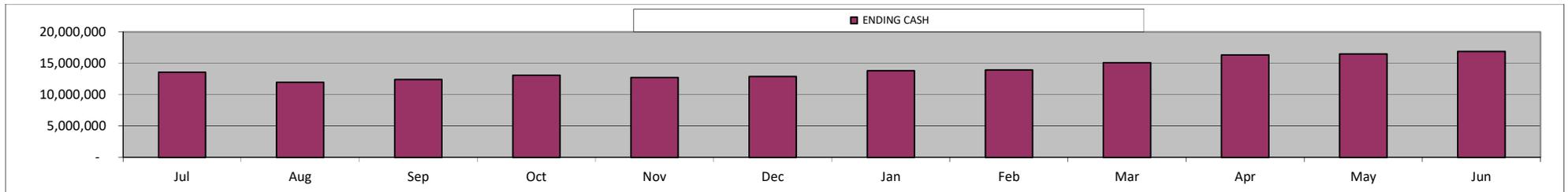
NOTE: Does not include final intercompany loan repayment schedule - will be updated following final intraorganization loan approval

MSA-1   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $25,529.

This will allow MSA-1 to end this fiscal year with a balance of $4,946,962, which is 53.1% 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 $2,805,592, which represents 110 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $880,386 higher than in the prior year, due to average daily attendance (ADA) increasing by 61.

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 ($781,434) lower than in the prior year, due to removal of one-time grants 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 ($26,479) lower than in the prior year, 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 ($78,231) lower than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $290,876 higher than in the prior year, 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 ($257,602) lower than in the prior year.

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 $305,412 higher than in the prior year, 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 ($260,383) lower than in the prior year, reflecting stable depreciation and capital outlay projections.

MSA 1	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
2019-20 Budget				
Projected Average Daily Attendance:	573	634	61	
SUMMARY				
Revenue				
LCFF Entitlement	6,427,154	7,307,540	880,386	Growth in ADA & LCFF funding
Federal Revenue	1,215,093	433,659	(781,434)	No CSFIG assumed in 19-20
Other State Revenues	1,372,354	1,345,875	(26,479)	No one-time (as of May Revise)
Other Local Revenues	324,392	246,161	(78,231)	SPED Concentration Grant
Total Revenue	**9,338,993**	**9,333,235**	**(5,758)**	
Expenditures				
Certificated Salaries	2,716,938	3,044,709	327,771	ADA growth + step/column
Classified Salaries	721,660	615,744	(105,915)	ADA growth + targeted adjustments
Benefits	1,228,220	1,297,240	69,020	Increasing to match staff costs
Books and Supplies	568,980	311,378	(257,602)	No one-time state funds
Services and Operating Exp.	3,599,223	3,904,635	305,412	Targeted adjustments
Depreciation & Cap Outlay	394,383	134,000	(260,383)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**9,229,404**	**9,307,706**	**78,302**	
Net Revenues	**109,589**	**25,529**	**(84,060)**	
Fund Balance				
Beginning Balance	4,811,844	4,921,433		
Net Revenues	109,589	25,529		
Ending Fund Balance	**4,921,433**	**4,946,962**		
Components of Fund Balance				
Available For Econ. Uncert.	3,542,424	3,827,699	41.1% of Exp.	
Restricted Balances	613,863	444,117	4.8% of Exp.	
Net Fixed Assets	765,146	675,146	7.3% of Exp.	
Ending Fund Balance	**4,921,433**	**4,946,962**	**53.1% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

MSA 1	2019-20 Budget			
	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	4,196,773	4,811,627	614,854	ADA growth + LCFF funding increase
8012 EPA Entitlement	848,599	1,035,750	187,151	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	1,381,782	1,460,163	78,381	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**6,427,154**	**7,307,540**	**880,386**	
Federal Revenue				
8181 SpEd - Revenue	67,875	82,500	14,625	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	1,147,218	351,159	(796,059)	No CSFIG assumed for 19-20
SUBTOTAL - Federal Revenue	**1,215,093**	**433,659**	**(781,434)**	
Other State Revenue				
8311 SpEd Revenue	319,485	359,700	40,215	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	112,699	18,526	(94,173)	No one-time funding
8560 StateLotteryRev	118,736	133,136	14,400	
8590 AllOthStateRev	821,434	834,513	13,079	No one-time funding, incr. SB740
SUBTOTAL - Other State Revenue	**1,372,354**	**1,345,875**	**(26,479)**	
Local Revenue				
8600 Other Local Revenue	49,892	23,000	(26,892)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	70,000	223,161	153,161	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

2019-20 Budget				
MSA 1	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
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)	-	-	-	Not budgeted until awarded
8802 Private Donations/Grants	204,500	-	(204,500)	Not budgeted until awarded
8803 Fundraising	-	-	-	Not budgeted until awarded
8999 Revenues-Susp	-	-	-	
SUBTOTAL - Local Revenue	**324,392**	**246,161**	**(78,231)**	
TOTAL REVENUE	**9,338,993**	**9,333,235**	**(5,758)**	
EXPENDITURES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	2,275,331	2,569,064	293,733	ADA Growth + step/column
1300 Cert Adminis	441,607	475,645	34,038	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**2,716,938**	**3,044,709**	**327,771**	
Classified Salaries				
2100 Instructional Aides	-	119,773	119,773	Split out from 2900
2200 Classified Support	-	191,467	191,467	Split out from 2900
2400 Clerical & Tech	131,491	304,504	173,013	Targeted adjustments
2900 OtherClassStaff	590,169	-	(590,169)	Moving to 2100/2200
SUBTOTAL - Classified Salaries	**721,660**	**615,744**	**(105,915)**	
Employee Benefits				
3102 STRS	432,441	513,591	81,151	Corresponds to higher staff costs
3202 PERS	125,944	123,149	(2,795)	Corresponds to higher staff costs
3301 OASDI/Med	104,152	73,000	(31,152)	Corresponds to higher staff costs
3401 HlthWelfare	504,484	498,000	(6,484)	Reduced from 2018-19
3501 UnemployIns	24,816	63,500	38,684	
3601 WorkersCmp	36,371	25,000	(11,371)	Reduced from 2018-19
3701 Other Retirement	-	-	-	
3901 OthBenes	14	1,000	986	
SUBTOTAL - Employee Benefits	**1,228,220**	**1,297,240**	**69,020**	

MSA 1	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
2019-20 Budget				
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	110,000	50,000	(60,000)	
4200 BooksOthRefMats	315	-	(315)	
4310 Ins Mats & Sups	300,357	40,000	(260,357)	No one-time funding
4315 OthrSupplies	14,600	20,000	5,400	
4320 Office Supplies	5,000	10,000	5,000	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	3,000	15,000	12,000	
4335 PE Supplies	6,940	10,000	3,060	
4340 Educat Software	61,235	50,378	(10,857)	
4345 NonInstStdntSup	6,200	5,000	(1,200)	
4346 TeacherSupplies	60	10,000	9,940	
4350 Cust. Supplies	20,000	30,000	10,000	
4351 Yearbook	-	-	-	
4390 Uniforms	-	-	-	
4400 NonCapEquip-Gen	3,000	10,000	7,000	
4410 ClssrmFrnEqp<5k	-	-	-	
4430 OffceFurnEqp<5k	5,100	10,000	4,900	
4440 Computers <$5k	10,000	36,000	26,000	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	-	-	-	
4720 Food:Other Food	23,173	15,000	(8,173)	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**568,980**	**311,378**	**(257,602)**	
Services & Other Operating Expenses				
5101 CMO Fees	994,835	973,666	(21,169)	Restores SA CMO fee
5205 Conference Fees	-	-	-	
5210 MilesParkTolls	-	12,500	12,500	
5215 TravConferences	-	-	-	
5220 TraLodging	2,601	10,000	7,399	
5300 DuesMemberships	10,688	25,000	14,312	
5450 Other Insurance	33,449	50,000	16,551	
5500 OpsHousekeeping	60,000	100,000	40,000	
5510 Gas & Electric	70,000	90,000	20,000	
5610 Rent & Leases	1,387,132	1,890,580	503,448	

MSA 1		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
			2019-20 Budget		
5620	EquipmentLeases	37,025	45,000	7,975	
5630	Reps&MaintBldng	59,580	60,000	420	
5800	ProfessServices	95,025	160,532	65,507	
5810	Legal	20,059	5,000	(15,059)	
5811	Property Tax	-	-	-	
5813	SchPrgAftSchool	9,237	-	(9,237)	
5814	SchPrgAcadComps	10,000	5,000	(5,000)	
5819	SchlProgs-Other	35,750	30,000	(5,750)	
5820	Audit & CPA	13,749	12,000	(1,749)	
5825	DMSBusinessSvcs	-	-	-	
5835	Field Trips	30,000	60,000	30,000	
5836	FieldTrip Trans	-	-	-	
5840	MarkngStdtRecrt	15,059	24,000	8,941	
5850	Oversight Fees	68,791	73,428	4,637	
5857	Payroll Fees	26,050	25,000	(1,050)	
5860	Service Fees	2,318	2,000	(318)	
5861	Prior Year Services	-	-	-	
5863	Prof Developmnt	27,686	16,400	(11,286)	
5864	Prof Dev-Other	54,939	37,000	(17,939)	
5869	SpEd Ctrct Inst	100,025	46,478	(53,547)	
5872	SpEd Fees	15,494	14,116	(1,378)	
5875	StaffRecruiting	-	-	-	
5884	Substitutes	30,900	40,000	9,100	
5890	OthSvcsNon-Inst	305,426	20,000	(285,426)	Reflects no Prop 39 in 2019-20
5900	Communications		10,000	10,000	
5920	TelecomInternet	5,000	30,000	25,000	
5930	PostageDelivery	15,000	10,000	(5,000)	
5940	Technology	63,405	26,934	(36,471)	
5990	PY Services	-	-	-	
	SUBTOTAL - Services & Operations	**3,599,223**	**3,904,635**	**305,412**	
Capital Outlay & Depreciation					
6100	Site Imp (Pre-Capitalization)	298,911	-	(298,911)	No pre-cap improvements included
6400	EquipFixed	24,000	44,000	20,000	Reduced pre-cap equipment
6900	Depreciation	71,472	90,000	18,528	
	SUBTOTAL - Cap Outlay & Dep.	**394,383**	**134,000**	**(260,383)**	

MSA 1	2019-20 Budget			
	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	**-**	**-**	**-**	
TOTAL EXPENDITURES	**9,229,404**	**9,307,706**	**78,302**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-1

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	3,317,990	3,176,524	2,806,559	2,836,523	2,930,571	2,812,469	2,805,592	2,927,349	2,970,587	3,156,142	3,504,350	3,546,833	3,631,863	
Revenue														
LCFF Entitlement	209,839	292,746	543,523	700,402	488,252	488,252	700,402	611,223	720,257	916,194	610,469	610,469	415,513	7,307,540
Federal Revenue	-	-	70,232	-	-	79,398	38,430	38,430	38,430	38,430	38,430	38,430	53,449	433,659
Other State Revenues	57,046	57,046	135,967	102,683	102,683	145,230	102,683	113,342	146,626	113,342	113,342	155,889	-	1,345,875
Other Local Revenues	20,513	20,513	20,513	20,513	20,513	20,513	20,513	20,513	20,513	20,513	20,513	20,513	-	246,161
Total Revenue	287,398	370,305	770,235	823,598	611,448	733,394	862,028	783,508	925,826	1,088,479	782,753	825,300	468,963	9,333,235
Expenses														
Certificated Salaries	243,577	243,577	243,577	243,577	243,577	243,577	243,577	243,577	243,577	243,577	243,577	243,577	121,788	3,044,709
Classified Salaries	49,260	49,260	49,260	49,260	49,260	49,260	49,260	49,260	49,260	49,260	49,260	49,260	24,630	615,744
Benefits	103,779	103,779	103,779	103,779	103,779	103,779	103,779	103,779	103,779	103,779	103,779	103,779	51,890	1,297,240
Books and Supplies	24,910	24,910	24,910	24,910	24,910	24,910	24,910	24,910	24,910	24,910	24,910	24,910	12,455	311,378
Services and Operations	312,371	312,371	312,371	312,371	312,371	312,371	312,371	312,371	312,371	312,371	312,371	312,371	156,185	3,904,635
Depreciation / Cap Outlay	10,720	10,720	10,720	10,720	10,720	10,720	10,720	10,720	10,720	10,720	10,720	10,720	5,360	134,000
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	744,617	744,617	744,617	744,617	744,617	744,617	744,617	744,617	744,617	744,617	744,617	744,617	372,308	9,307,706
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	538,305								-	-	-	-	-	538,305
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		-
Other Assets			-	-	-	-	-	-	-	-	-	-		-
Fixed Assets			-	10,720	10,720	-	-	-	-	-	-	-		21,440
Due To (From)			-	-	-	-	-	-	-	-	-	-		-
Expenses - Prior Year Accruals	(226,899)		-	-	-	-	-	-	-	-	-	-		(226,899)
Accounts Payable - Current Year									-	-	-	-	-	-
Summer Holdback for Teachers	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346		52,152
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	315,752	4,346	4,346	15,066	15,066	4,346	4,346	4,346	4,346	4,346	4,346	4,346		384,998
Total Change in Cash	(141,466)	(369,966)	29,965	94,048	(118,102)	(6,877)	121,757	43,237	185,555	348,208	42,483	85,030		410,527
ENDING CASH	3,176,524	2,806,559	2,836,523	2,930,571	2,812,469	2,805,592	2,927,349	2,970,587	3,156,142	3,504,350	3,546,833	3,631,863	<<< = 142 days cash	
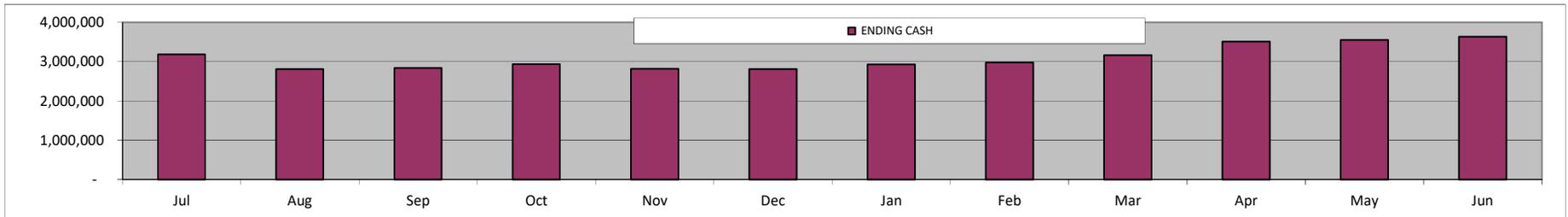
NOTE: Does not include final intercompany loan repayment schedule - will be updated following final intraorganization loan approval

MSA-2   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $69,059.

This will allow MSA-2 to end this fiscal year with a balance of $862,734, which is 14.9% 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 $860,491, which represents 54 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $302,500 higher than in the prior year, due to average daily attendance (ADA) increasing by 15.

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 ($20,200) lower than in the prior year, 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 ($111,746) lower than in the prior year, 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 $112,463 higher than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $100,661 higher than in the prior year, 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 ($66,962) lower than in the prior year.

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 ($209,632) lower than in the prior year, due primarily to ending the one-time 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 $70,516 higher than in the prior year, reflecting updated depreciation and capital outlay projections.

2019-20 Budget				
MSA 2	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	422	437	15	
SUMMARY				
Revenue				
LCFF Entitlement	4,679,290	4,981,790	302,500	Growth in ADA & LCFF funding
Federal Revenue	312,059	296,037	(16,021)	
Other State Revenues	497,517	385,771	(111,746)	No one-time (as of May Revise)
Other Local Revenues	94,185	206,648	112,463	SPED Concentration Grant
Total Revenue	**5,583,050**	**5,870,246**	**287,196**	
Expenditures				
Certificated Salaries	2,064,742	2,208,157	143,415	ADA growth + step/column
Classified Salaries	614,405	551,004	(63,400)	ADA growth + targeted adjustments
Benefits	1,008,649	1,029,296	20,647	Increasing to match staff costs
Books and Supplies	256,744	189,782	(66,962)	No one-time state funds
Services and Operating Exp.	1,892,581	1,682,949	(209,632)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	69,484	140,000	70,516	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**5,906,605**	**5,801,188**	**(105,418)**	
Net Revenues	**(323,555)**	**69,059**	**392,614**	
Fund Balance				
Beginning Balance	1,117,230	793,675		
Net Revenues	(323,555)	69,059		
Ending Fund Balance	**793,675**	**862,734**		
Components of Fund Balance				
Available For Econ. Uncert.	726,390	870,899	15.0% of Exp.	
Restricted Balances	19,711	14,261	0.2% of Exp.	
Net Fixed Assets	47,574	(22,426)	-0.4% of Exp.	
Ending Fund Balance	**793,675**	**862,734**	**14.9% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

MSA 2	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
2019-20 Budget				
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	3,049,043	3,274,680	225,637	ADA growth + LCFF funding increase
8012 EPA Entitlement	611,657	699,123	87,466	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	1,018,590	1,007,987	(10,603)	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**4,679,290**	**4,981,790**	**302,500**	
Federal Revenue				
8181 SpEd - Revenue	58,875	61,381	2,506	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	253,184	234,656	(18,527)	
SUBTOTAL - Federal Revenue	**312,059**	**296,037**	**(16,021)**	
Other State Revenue				
8311 SpEd Revenue	231,807	283,641	51,834	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	93,495	12,312	(81,183)	No one-time funding
8560 StateLotteryRev	86,151	89,818	3,667	
8590 AllOthStateRev	86,064	-	(86,064)	No one-time funding
SUBTOTAL - Other State Revenue	**497,517**	**385,771**	**(111,746)**	
Local Revenue				
8600 Other Local Revenue	30,837	4,834	(26,003)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	63,348	201,814	138,465	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

		2019-20 Budget			
MSA 2		**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
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	-	-	-	
	SUBTOTAL - Local Revenue	**94,185**	**206,648**	**112,463**	
TOTAL REVENUE		**5,583,050**	**5,870,246**	**287,196**	
EXPENDITURES DETAIL					
Certificated Salaries					
1100	TeacherSalaries	1,782,935	1,837,797	54,862	ADA Growth + step/column
1300	Cert Adminis	281,807	370,360	88,553	ADA Growth + step/column
	SUBTOTAL - Certificated Salaries	**2,064,742**	**2,208,157**	**143,415**	
Classified Salaries					
2100	Instructional Aides	-	119,885	119,885	Split out from 2900
2200	Classified Support	-	113,390	113,390	Split out from 2900
2400	Clerical & Tech	252,713	317,729	65,016	Targeted adjustments
2900	OtherClassStaff	361,692	-	(361,692)	Moving to 2100/2200
	SUBTOTAL - Classified Salaries	**614,405**	**551,004**	**(63,400)**	
Employee Benefits					
3101	STRS	335,594	377,595	42,001	Corresponds to higher staff costs
3202	PERS	84,177	110,201	26,024	Corresponds to higher staff costs
3301	OASDI/Med	73,118	57,000	(16,118)	Corresponds to higher staff costs
3401	HlthWelfare	486,275	450,000	(36,275)	
3501	UnemployIns	1,533	2,500	967	
3601	WorkersCmp	27,642	30,000	2,358	
3701	Other Retirement	-	-	-	
3901	OthBenes	310	2,000	1,690	
	SUBTOTAL - Employee Benefits	**1,008,649**	**1,029,296**	**20,647**	

		2019-20 Budget		
MSA 2	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	81,500	48,000	(33,500)	
4200 BooksOthRefMats	-	3,000	3,000	
4310 Ins Mats & Sups	60,072	8,000	(52,072)	No one-time funding
4315 OthrSupplies	-	-	-	
4320 Office Supplies	9,000	9,000	-	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	-	-	-	
4335 PE Supplies	628	5,000	4,372	
4340 Educat Software	42,429	57,782	15,353	
4345 NonInstStdntSup	15,337	7,000	(8,337)	
4346 TeacherSupplies	-	-	-	
4350 Cust. Supplies	-	3,000	3,000	
4351 Yearbook	-	-	-	
4390 Uniforms	-	-	-	
4400 NonCapEquip-Gen	-	-	-	
4410 ClssrmFrnEqp<5k	10,000	7,000	(3,000)	
4430 OffceFurnEqp<5k	6,000	3,000	(3,000)	
4440 Computers <$5k	10,625	30,000	19,375	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	-	-	-	
4720 Food:Other Food	21,153	9,000	(12,153)	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**256,744**	**189,782**	**(66,962)**	
Services & Other Operating Expenses				
5101 CMO Fees	898,892	882,385	(16,507)	
5205 Conference Fees	3,000	5,000	2,000	
5210 MilesParkTolls	-	5,000	5,000	
5215 TravConferences	1,500	5,000	3,500	
5220 TraLodging	-	-	-	
5300 DuesMemberships	6,000	6,000	-	
5450 Other Insurance	27,746	24,000	(3,746)	
5500 OpsHousekeeping	26,000	20,000	(6,000)	
5510 Gas & Electric	-	-	-	
5610 Rent & Leases	125,833	145,000	19,167	

MSA 2		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
		2019-20 Budget			
5620	EquipmentLeases	24,000	20,000	(4,000)	
5630	Reps&MaintBldng	28,749	20,000	(8,749)	
5800	ProfessServices	42,854	40,171	(2,683)	
5810	Legal	20,000	20,000	-	
5811	Property Tax	-	-	-	
5813	SchPrgAftSchool	2,000	-	(2,000)	
5814	SchPrgAcadComps	14,000	19,000	5,000	
5819	SchlProgs-Other	10,372	33,000	22,628	
5820	Audit & CPA	10,000	10,000	-	
5825	DMSBusinessSvcs	-	-	-	
5835	Field Trips	25,000	42,000	17,000	
5836	FieldTrip Trans	-	-	-	
5840	MarkngStdtRecrt	10,000	10,000	-	
5850	Oversight Fees	49,169	50,357	1,188	
5857	Payroll Fees	17,300	17,000	(300)	
5860	Service Fees	1,500	1,500	-	
5861	Prior Year Services	-	-	-	
5863	Prof Developmnt	15,342	10,000	(5,342)	
5864	Prof Dev-Other	51,100	59,000	7,900	
5869	SpEd Ctrct Inst	74,175	75,000	825	
5872	SpEd Fees	12,147	13,801	1,654	
5875	StaffRecruiting	-	-	-	
5884	Substitutes	94,853	70,000	(24,853)	
5890	OthSvcsNon-Inst	252,814	21,045	(231,769)	Reflects no Prop 39 in 2019-20
5900	Communications	5,000	-	(5,000)	
5920	TelecomInternet	4,635	28,000	23,365	
5930	PostageDelivery	7,000	6,000	(1,000)	
5940	Technology	31,600	24,690	(6,910)	
5990	PY Services	-	-	-	
	SUBTOTAL - Services & Operations	**1,892,581**	**1,682,949**	**(209,632)**	
Capital Outlay & Depreciation					
6100	Site Imp (Pre-Capitalization)	-	-	-	
6400	EquipFixed	-	70,000	70,000	Reduced pre-cap equipment
6900	Depreciation	69,484	70,000	516	
	SUBTOTAL - Cap Outlay & Dep.	**69,484**	**140,000**	**70,516**	

2019-20 Budget				
MSA 2	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	-	-	-	
TOTAL EXPENDITURES	**5,906,605**	**5,801,188**	**(105,418)**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-2

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,404,445	1,071,692	860,491	914,468	1,011,229	955,076	981,285	1,104,421	1,112,925	1,201,464	1,394,661	1,391,211	1,416,372	
Revenue														
LCFF Entitlement	152,452	213,568	396,645	508,815	355,901	355,901	508,815	401,028	458,610	585,723	389,075	389,075	266,181	**4,981,790**
Federal Revenue	-	-	46,931	-	-	53,751	26,375	26,375	26,375	26,375	26,375	26,375	37,106	**296,037**
Other State Revenues	15,894	15,894	51,063	28,608	28,608	57,219	28,608	21,762	44,217	21,762	21,762	50,373	-	**385,771**
Other Local Revenues	17,221	17,221	17,221	17,221	17,221	17,221	17,221	17,221	17,221	17,221	17,221	17,221	-	**206,648**
Total Revenue	**185,566**	**246,682**	**511,859**	**554,644**	**401,730**	**484,092**	**581,019**	**466,386**	**546,422**	**651,081**	**454,433**	**483,044**	**303,287**	**5,870,246**
Expenses														
Certificated Salaries	176,653	176,653	176,653	176,653	176,653	176,653	176,653	176,653	176,653	176,653	176,653	176,653	88,326	**2,208,157**
Classified Salaries	44,080	44,080	44,080	44,080	44,080	44,080	44,080	44,080	44,080	44,080	44,080	44,080	22,040	**551,004**
Benefits	82,344	82,344	82,344	82,344	82,344	82,344	82,344	82,344	82,344	82,344	82,344	82,344	41,172	**1,029,296**
Books and Supplies	15,183	15,183	15,183	15,183	15,183	15,183	15,183	15,183	15,183	15,183	15,183	15,183	7,591	**189,782**
Services and Operations	134,636	134,636	134,636	134,636	134,636	134,636	134,636	134,636	134,636	134,636	134,636	134,636	67,318	**1,682,949**
Depreciation / Cap Outlay	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	5,600	**140,000**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**464,095**	**464,095**	**464,095**	**464,095**	**464,095**	**464,095**	**464,095**	**464,095**	**464,095**	**464,095**	**464,095**	**464,095**	**232,048**	**5,801,188**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	276,319													**276,319**
Accounts Receivable - Current Year														**-**
Other Assets														**-**
Fixed Assets														**-**
Due To (From)	-													**-**
Expenses - Prior Year Accruals	(336,755)								-	-	-	-	-	**(336,755)**
Accounts Payable - Current Year								-	-	-	-	-		**-**
Summer Holdback for Teachers	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212		**74,544**
Loans Payable (Current)		-	-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)		-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(54,224)**	**6,212**	**6,212**	**6,212**	**6,212**	**6,212**	**6,212**	**6,212**	**6,212**	**6,212**	**6,212**	**6,212**		**14,108**
Total Change in Cash	**(332,753)**	**(211,201)**	**53,976**	**96,761**	**(56,153)**	**26,209**	**123,136**	**8,503**	**88,539**	**193,198**	**(3,450)**	**25,161**		**83,167**
ENDING CASH	**1,071,692**	**860,491**	**914,468**	**1,011,229**	**955,076**	**981,285**	**1,104,421**	**1,112,925**	**1,201,464**	**1,394,661**	**1,391,211**	**1,416,372**		

<<< = 89 days cash
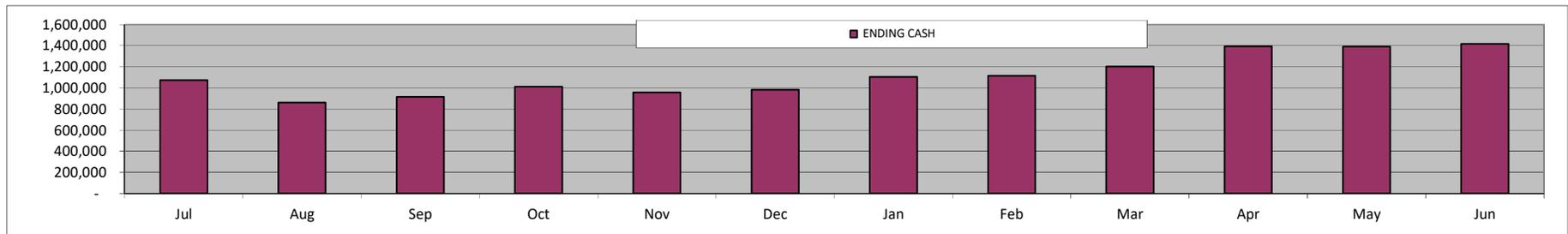
NOTE: Does not include final intercompany loan repayment schedule - will be updated following final intraorganization loan approval

MSA-3   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $66,465.

This will allow MSA-3 to end this fiscal year with a balance of $810,430, which is 13.5% 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 $378,061, 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $61,960 higher than in the prior year, due to average daily attendance (ADA) decreasing by 9.

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 ($20,200) lower than in the prior year, due to 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 ($226,259) lower than in the prior year, 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 ($70,790) lower than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $119,971 higher than in the prior year, 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 ($73,156) lower than in the prior year.

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 ($672,195) lower than in the prior year, due primarily to ending the one-time 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 ($16,128) lower than in the prior year, reflecting stable depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 3	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	489	480	(9)	
SUMMARY				
Revenue				
LCFF Entitlement	5,237,289	5,299,249	61,960	Growth in ADA & LCFF funding
Federal Revenue	271,573	251,373	(20,200)	
Other State Revenues	705,630	479,371	(226,259)	No one-time (as of May Revise)
Other Local Revenues	106,919	36,129	(70,790)	SPED Concentration Grant
Total Revenue	**6,321,411**	**6,066,121**	**(255,290)**	
Expenditures				
Certificated Salaries	2,076,799	2,131,288	54,489	ADA growth + step/column
Classified Salaries	626,277	616,864	(9,414)	ADA growth + targeted adjustments
Benefits	964,699	1,039,594	74,895	Increasing to match staff costs
Books and Supplies	228,258	155,103	(73,156)	No one-time state funds
Services and Operating Exp.	2,661,326	1,989,131	(672,195)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	83,804	67,677	(16,128)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**6,641,163**	**5,999,656**	**(641,507)**	
Net Revenues	**(319,752)**	**66,465**	**386,218**	
Fund Balance				
Beginning Balance	1,063,717	743,965		
Net Revenues	(319,752)	66,465		
Ending Fund Balance	**743,965**	**810,430**		
Components of Fund Balance				
Available For Econ. Uncert.	692,706	831,936	13.9% of Exp.	
Restricted Balances	18,400	13,312	0.2% of Exp.	
Net Fixed Assets	32,859	(34,818)	-0.6% of Exp.	
Ending Fund Balance	**743,965**	**810,430**	**13.5% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 3	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011　　State Aid	3,353,289	3,430,548	77,259	ADA growth + LCFF funding increase
8012　　EPA Entitlement	703,828	762,194	58,366	ADA growth + LCFF funding increase
8019　　Prior Year Adjustments	-	-	-	
8096　　InLieuPropTaxes	1,180,172	1,106,507	(73,665)	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**5,237,289**	**5,299,249**	**61,960**	
Federal Revenue				
8181　　SpEd - Revenue	56,875	61,250	4,375	
8220　　SchLunchFederal	-	-	-	
8290　　All Other Federal Revenue	214,698	190,123	(24,575)	
SUBTOTAL - Federal Revenue	**271,573**	**251,373**	**(20,200)**	
Other State Revenue				
8311　　SpEd Revenue	308,346	257,250	(51,096)	
8520　　SchoolNutrState	-	-	-	
8550　　MandCstReimburs	93,834	13,490	(80,344)	No one-time funding
8560　　StateLotteryRev	88,839	95,397	6,558	
8590　　AllOthStateRev	214,611	113,234	(101,377)	No one-time funding
SUBTOTAL - Other State Revenue	**705,630**	**479,371**	**(226,259)**	
Local Revenue				
8600　　Other Local Revenue	32,224	-	(32,224)	Reduced to Summer Program only
8634　　StudentLunchFee	-	-	-	
8650　　Leases &Rentals	-	-	-	
8660　　Interest	-	-	-	
8698　　OthRev-Suspense	-	-	-	
8699　　Other Revenue	74,695	36,129	(38,566)	SPED Concentration Grant
8701　　CMO Fee - MSA-1	-	-	-	
8702　　CMO Fee - MSA-2	-	-	-	
8703　　CMO Fee - MSA-3	-	-	-	
8704　　CMO Fee - MSA-4	-	-	-	

MSA 3		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
	2019-20 Budget				
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	-	-	-	
	SUBTOTAL - Local Revenue	**106,919**	**36,129**	**(70,790)**	
	TOTAL REVENUE	**6,321,411**	**6,066,121**	**(255,290)**	
	EXPENDITURES DETAIL				
	Certificated Salaries				
1100	TeacherSalaries	1,621,936	1,776,352	154,417	ADA Growth + step/column
1300	Cert Adminis	454,863	354,936	(99,927)	ADA Growth + step/column
	SUBTOTAL - Certificated Salaries	**2,076,799**	**2,131,288**	**54,489**	
	Classified Salaries				
2100	Instructional Aides	-	-	-	Split out from 2900
2200	Classified Support	-	-	-	Split out from 2900
2400	Clerical & Tech	189,254	174,311	(14,943)	Targeted adjustments
2900	OtherClassStaff	437,023	442,552	5,529	Moving to 2100/2200
	SUBTOTAL - Classified Salaries	**626,277**	**616,864**	**(9,414)**	
	Employee Benefits				
3101	STRS	340,002	364,450	24,448	Corresponds to higher staff costs
3202	PERS	101,534	127,691	26,156	Corresponds to higher staff costs
3301	OASDI/Med	78,520	78,094	(426)	
3401	HlthWelfare	414,892	420,000	5,108	
3501	UnemployIns	2,473	1,422	(1,051)	
3601	WorkersCmp	27,278	17,937	(9,341)	
3701	Other Retirement	-	-	-	
3901	OthBenes	-	30,000	30,000	
	SUBTOTAL - Employee Benefits	**964,699**	**1,039,594**	**74,895**	

MSA 3	2019-20 Budget			
	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	38,244	30,000	(8,244)	
4200 BooksOthRefMats	4,000	4,000	-	
4310 Ins Mats & Sups	73,219	27,083	(46,136)	No one-time funding
4315 OthrSupplies	4,000	-	(4,000)	
4320 Office Supplies	11,000	11,000	-	
4325 ProfDevMat&Sups	500	500	-	
4326 Arts&MusicSupps	1,500	1,500	-	
4335 PE Supplies	2,000	2,000	-	
4340 Educat Software	57,633	48,060	(9,573)	
4345 NonInstStdntSup	8,400	7,000	(1,400)	
4346 TeacherSupplies	1,000	1,000	-	
4350 Cust. Supplies	300	300	-	
4351 Yearbook	-	-	-	
4390 Uniforms	500	500	-	
4400 NonCapEquip-Gen	5,820	-	(5,820)	
4410 ClssrmFrnEqp<5k	1,300	-	(1,300)	
4430 OffceFurnEqp<5k	-	8,120	8,120	
4440 Computers <$5k	6,602	7,400	798	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	-	-	-	
4720 Food:Other Food	12,240	6,640	(5,600)	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**228,258**	**155,103**	**(73,156)**	
Services & Other Operating Expenses				
5101 CMO Fees	991,104	973,666	(17,438)	
5205 Conference Fees	-	-	-	
5210 MilesParkTolls	2,244	2,244	-	
5215 TravConferences	-	-	-	
5220 TraLodging	840	1,500	660	
5300 DuesMemberships	10,300	10,300	-	
5450 Other Insurance	27,808	27,808	-	
5500 OpsHousekeeping	5,150	5,150	-	
5510 Gas & Electric	-	-	-	
5610 Rent & Leases	405,200	255,000	(150,200)	As per site-level discussion

MSA 3		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
2019-20 Budget					
5620	EquipmentLeases	16,068	16,068	-	
5630	Reps&MaintBldng	7,905	3,000	(4,905)	
5800	ProfessServices	55,405	70,619	15,214	
5810	Legal	168,972	50,000	(118,972)	As per site-level discussion
5811	Property Tax	-	-	-	
5813	SchPrgAftSchool	113,234	113,234	-	
5814	SchPrgAcadComps	2,000	5,000	3,000	
5819	SchlProgs-Other	16,750	35,305	18,555	
5820	Audit & CPA	10,313	10,313	-	
5825	DMSBusinessSvcs	-	-	-	
5835	Field Trips	36,120	34,987	(1,133)	
5836	FieldTrip Trans	-	-	-	
5840	MarkngStdtRecrt	10,000	10,000	-	
5850	Oversight Fees	49,073	53,481	4,408	
5857	Payroll Fees	26,014	25,714	(300)	
5860	Service Fees	2,515	515	(2,000)	
5861	Prior Year Services	-	-	-	
5863	Prof Developmnt	44,963	6,500	(38,463)	
5864	Prof Dev-Other	29,000	19,928	(9,072)	
5869	SpEd Ctrct Inst	118,815	98,800	(20,015)	
5872	SpEd Fees	11,720	12,740	1,020	
5875	StaffRecruiting	309	309	-	
5884	Substitutes	162,862	55,378	(107,484)	As per site-level discussion
5890	OthSvcsNon-Inst	268,789	13,390	(255,400)	Reflects no Prop 39 in 2019-20
5900	Communications	4,075	9,962	5,887	
5920	TelecomInternet	23,512	36,000	12,488	
5930	PostageDelivery	6,896	6,896	-	
5940	Technology	33,370	25,325	(8,045)	
5990	PY Services	-	-	-	
	SUBTOTAL - Services & Operations	**2,661,326**	**1,989,131**	**(672,195)**	
Capital Outlay & Depreciation					
6100	Site Imp (Pre-Capitalization)	-	-	-	
6400	EquipFixed	20,000	-	(20,000)	Reduced pre-cap equipment
6900	Depreciation	63,804	67,677	3,872	
	SUBTOTAL - Cap Outlay & Dep.	**83,804**	**67,677**	**(16,128)**	

	2019-20 Budget			
MSA 3	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	-	-	-	
TOTAL EXPENDITURES	**6,641,163**	**5,999,656**	**(641,507)**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-3	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	928,409	585,603	378,061	458,254	605,323	576,436	622,972	792,690	771,409	820,232	980,011	934,650	919,884	
Revenue														
LCFF Entitlement	167,664	238,475	443,417	572,167	396,210	396,210	572,167	411,662	457,917	592,722	387,582	387,582	275,474	5,299,249
Federal Revenue	-	-	38,025	-	-	44,830	22,649	22,649	22,649	22,649	22,649	22,649	32,623	251,373
Other State Revenues	26,148	26,148	70,915	47,066	47,066	77,660	47,066	16,572	40,421	16,572	16,572	47,166	-	479,371
Other Local Revenues	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	-	36,129
Total Revenue	196,823	267,633	555,367	622,244	446,287	521,711	644,893	453,893	523,998	634,954	429,814	460,408	308,098	6,066,121
Expenses														
Certificated Salaries	170,503	170,503	170,503	170,503	170,503	170,503	170,503	170,503	170,503	170,503	170,503	170,503	85,252	2,131,288
Classified Salaries	49,349	49,349	49,349	49,349	49,349	49,349	49,349	49,349	49,349	49,349	49,349	49,349	24,675	616,864
Benefits	83,168	83,168	83,168	83,168	83,168	83,168	83,168	83,168	83,168	83,168	83,168	83,168	41,584	1,039,594
Books and Supplies	12,408	12,408	12,408	12,408	12,408	12,408	12,408	12,408	12,408	12,408	12,408	12,408	6,204	155,103
Services and Operations	159,130	159,130	159,130	159,130	159,130	159,130	159,130	159,130	159,130	159,130	159,130	159,130	79,565	1,989,131
Depreciation / Cap Outlay	5,414	5,414	5,414	5,414	5,414	5,414	5,414	5,414	5,414	5,414	5,414	5,414	2,707	67,677
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	479,972	479,972	479,972	479,972	479,972	479,972	479,972	479,972	479,972	479,972	479,972	479,972	239,986	5,999,656
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	330,929													330,929
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)			-	-	-	-	-	-	-	-	-	-		-
Expenses - Prior Year Accruals	(395,384)								-	-	-	-		(395,384)
Accounts Payable - Current Year									-	-	-	-		-
Summer Holdback for Teachers	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798		57,576
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	(59,657)	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798		(6,879)
Total Change in Cash	(342,806)	(207,541)	80,193	147,069	(28,888)	46,536	169,718	(21,281)	48,823	159,779	(45,361)	(14,766)		59,586
ENDING CASH	585,603	378,061	458,254	605,323	576,436	622,972	792,690	771,409	820,232	980,011	934,650	919,884	<<< = 56 days cash	
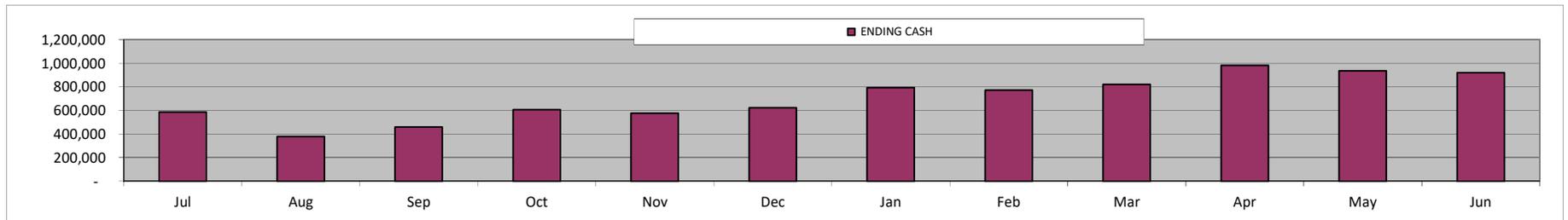
NOTE: Does not include final intercompany loan repayment schedule - will be updated following final intraorganization loan approval

MSA-4   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $23,989.

This will allow MSA-4 to end this fiscal year with a balance of $906,984, which is 41.6% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is $702,080, which represents 117 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $7,961 higher than in the prior year, due to average daily attendance (ADA) decreasing by 7.

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 ($22,446) lower than in the prior year, due to 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 ($45,825) lower than in the prior year, 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 $43,078 higher than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are ($170,798) lower than in the prior year, 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 ($48,685) lower than in the prior year.

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 ($409,258) lower than in the prior year, due primarily to ending the one-time 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 prior year, reflecting stable depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 4	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	165	158	(7)	
SUMMARY				
Revenue				
LCFF Entitlement	1,828,438	1,836,399	7,961	Growth in LCFF funding
Federal Revenue	131,364	108,918	(22,446)	
Other State Revenues	193,363	147,538	(45,825)	No one-time (as of May Revise)
Other Local Revenues	70,759	113,837	43,078	SPED Concentration Grant
Total Revenue	**2,223,924**	**2,206,692**	**(17,232)**	
Expenditures				
Certificated Salaries	1,001,697	897,582	(104,115)	ADA growth + step/column
Classified Salaries	170,738	129,093	(41,645)	ADA growth + targeted adjustments
Benefits	428,944	403,907	(25,037)	Increasing to match staff costs
Books and Supplies	119,347	70,662	(48,685)	No one-time state funds
Services and Operating Exp.	1,071,406	662,148	(409,258)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	19,312	19,312	-	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**2,811,443**	**2,182,703**	**(628,740)**	
Net Revenues	**(587,519)**	**23,989**	**611,509**	
Fund Balance				
Beginning Balance	1,470,514	882,995		
Net Revenues	(587,519)	23,989		
Ending Fund Balance	**882,995**	**906,984**		
Components of Fund Balance				
Available For Econ. Uncert.	821,382	870,654	39.9% of Exp.	
Restricted Balances	21,591	15,621	0.7% of Exp.	
Net Fixed Assets	40,021	20,709	0.9% of Exp.	
Ending Fund Balance	**882,995**	**906,984**	**41.6% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 4	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	1,183,426	1,210,872	27,446	LCFF funding increase
8012 EPA Entitlement	247,102	261,270	14,168	LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	397,910	364,257	(33,653)	LCFF funding increase
SUBTOTAL - LCFF Entitlement	**1,828,438**	**1,836,399**	**7,961**	
Federal Revenue				
8181 SpEd - Revenue	33,606	34,918	1,312	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	97,758	74,000	(23,758)	
SUBTOTAL - Federal Revenue	**131,364**	**108,918**	**(22,446)**	
Other State Revenue				
8311 SpEd Revenue	105,102	103,578	(1,524)	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	37,175	6,912	(30,263)	No one-time funding
8560 StateLotteryRev	33,302	37,048	3,746	
8590 AllOthStateRev	17,784	-	(17,784)	No one-time funding
SUBTOTAL - Other State Revenue	**193,363**	**147,538**	**(45,825)**	
Local Revenue				
8600 Other Local Revenue	1,200	-	(1,200)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	24,559	113,837	89,278	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

			2019-20 Budget		
MSA 4		**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
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)	45,000	-	(45,000)	Not projected
8802	Private Donations/Grants	-	-	-	
8803	Fundraising	-	-	-	
8999	Revenues-Susp	-	-	-	
	SUBTOTAL - Local Revenue	**70,759**	**113,837**	**43,078**	
	TOTAL REVENUE	**2,223,924**	**2,206,692**	**(17,232)**	
	EXPENDITURES DETAIL				
	Certificated Salaries				
1100	TeacherSalaries	828,185	704,088	(124,097)	ADA Growth + step/column
1300	Cert Adminis	173,512	193,494	19,982	ADA Growth + step/column
	SUBTOTAL - Certificated Salaries	**1,001,697**	**897,582**	**(104,115)**	
	Classified Salaries				
2100	Instructional Aides	-	-	-	
2200	Classified Support	-	-	-	
2400	Clerical & Tech	59,659	77,704	18,045	Targeted adjustments
2900	OtherClassStaff	111,079	51,389	(59,690)	Targeted adjustments
	SUBTOTAL - Classified Salaries	**170,738**	**129,093**	**(41,645)**	
	Employee Benefits				
3101	STRS	189,542	153,487	(36,056)	Corresponds to higher staff costs
3202	PERS	12,604	26,722	14,118	
3301	OASDI/Med	26,135	26,935	800	
3401	HlthWelfare	188,358	168,000	(20,358)	Reduced from 2018-19
3501	UnemployIns	615	513	(102)	
3601	WorkersCmp	11,481	8,750	(2,731)	Reduced from 2018-19
3701	Other Retirement	-	-	-	
3901	OthBenes	209	19,500	19,291	
	SUBTOTAL - Employee Benefits	**428,944**	**403,907**	**(25,037)**	

MSA 4	2019-20 Budget			
	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	17,118	-	(17,118)	
4200 BooksOthRefMats	-	-	-	
4310 Ins Mats & Sups	46,015	10,744	(35,271)	No one-time funding
4315 OthrSupplies	-	-	-	
4320 Office Supplies	6,800	11,000	4,200	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	-	-	-	
4335 PE Supplies	1,000	-	(1,000)	
4340 Educat Software	30,396	35,793	5,397	
4345 NonInstStdntSup	6,200	-	(6,200)	
4346 TeacherSupplies	-	-	-	
4350 Cust. Supplies	-	-	-	
4351 Yearbook	-	-	-	
4390 Uniforms	-	-	-	
4400 NonCapEquip-Gen	9,818	-	(9,818)	
4410 ClssrmFrnEqp<5k	-	-	-	
4430 OffceFurnEqp<5k	-	-	-	
4440 Computers <$5k	-	11,125	11,125	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	-	-	-	
4720 Food:Other Food	2,000	2,000	-	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**119,347**	**70,662**	**(48,685)**	
Services & Other Operating Expenses				
5101 CMO Fees	77,657	73,025	(4,632)	
5205 Conference Fees	2,000	-	(2,000)	
5210 MilesParkTolls	-	-	-	
5215 TravConferences	14,700	2,500	(12,200)	
5220 TraLodging	11,715	-	(11,715)	
5300 DuesMemberships	4,567	5,000	433	
5450 Other Insurance	11,273	12,000	727	
5500 OpsHousekeeping	656	800	144	
5510 Gas & Electric	-	-	-	
5610 Rent & Leases	187,740	133,000	(54,740)	As per site-level discussion

	2019-20 Budget			
MSA 4	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
5620 EquipmentLeases	22,134	22,134	-	
5630 Reps&MaintBldng	7,000	7,000	-	
5800 ProfessServices	91,913	56,329	(35,584)	As per site-level discussion
5810 Legal	25,000	15,000	(10,000)	As per site-level discussion
5811 Property Tax	-	-	-	
5813 SchPrgAftSchool	1,000	1,000	-	
5814 SchPrgAcadComps	5,000	5,000	-	
5819 SchlProgs-Other	1,750	7,397	5,647	
5820 Audit & CPA	10,850	10,850	-	
5825 DMSBusinessSvcs	-	-	-	
5835 Field Trips	7,200	5,000	(2,200)	
5836 FieldTrip Trans	63,860	63,860	-	
5840 MarkngStdtRecrt	10,000	10,000	-	
5850 Oversight Fees	19,202	19,449	247	
5857 Payroll Fees	10,044	10,044	-	
5860 Service Fees	546	546	-	
5861 Prior Year Services	-	-	-	
5863 Prof Developmnt	24,865	4,539	(20,326)	
5864 Prof Dev-Other	19,800	8,132	(11,668)	
5869 SpEd Ctrct Inst	54,470	77,523	23,053	
5872 SpEd Fees	26,365	27,699	1,335	
5875 StaffRecruiting	-	-	-	
5884 Substitutes	59,705	34,705	(25,000)	
5890 OthSvcsNon-Inst	257,482	7,004	(250,478)	Reflects no Prop 39 in 2019-20
5900 Communications	2,293	4,450	2,157	
5920 TelecomInternet	4,450	11,150	6,700	
5930 PostageDelivery	2,713	2,713	-	
5940 Technology	33,457	24,300	(9,157)	
5990 PY Services	-	-	-	
SUBTOTAL - Services & Operations	**1,071,406**	**662,148**	**(409,258)**	
Capital Outlay & Depreciation				
6100 Site Imp (Pre-Capitalization)	-	-	-	
6400 EquipFixed	-	-	-	
6900 Depreciation	19,312	19,312	-	
SUBTOTAL - Cap Outlay & Dep.	**19,312**	**19,312**	**-**	

2019-20 Budget				
MSA 4	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	-	-	-	
TOTAL EXPENDITURES	**2,811,443**	**2,182,703**	**(628,740)**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-4	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,054,396	775,834	702,080	728,516	776,748	763,205	781,060	839,339	837,470	857,520	914,923	903,466	904,728	
Revenue														
LCFF Entitlement	59,171	83,046	154,258	200,117	138,341	138,341	200,117	143,830	156,487	203,102	134,242	134,242	91,104	1,836,399
Federal Revenue	-	-	14,800	-	-	18,680	10,046	10,046	10,046	10,046	10,046	10,046	15,160	108,918
Other State Revenues	6,144	6,144	20,322	11,060	11,060	23,778	11,060	7,198	16,460	7,198	7,198	19,916	-	147,538
Other Local Revenues	9,486	9,486	9,486	9,486	9,486	9,486	9,486	9,486	9,486	9,486	9,486	9,486	-	113,837
Total Revenue	74,802	98,677	198,866	220,663	158,887	190,285	230,709	170,561	192,480	229,833	160,973	173,691	106,264	2,206,692
Expenses														
Certificated Salaries	71,807	71,807	71,807	71,807	71,807	71,807	71,807	71,807	71,807	71,807	71,807	71,807	35,903	897,582
Classified Salaries	10,327	10,327	10,327	10,327	10,327	10,327	10,327	10,327	10,327	10,327	10,327	10,327	5,164	129,093
Benefits	32,313	32,313	32,313	32,313	32,313	32,313	32,313	32,313	32,313	32,313	32,313	32,313	16,156	403,907
Books and Supplies	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	5,653	2,826	70,662
Services and Operations	52,972	52,972	52,972	52,972	52,972	52,972	52,972	52,972	52,972	52,972	52,972	52,972	26,486	662,148
Depreciation / Cap Outlay	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	772	19,312
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	174,616	174,616	174,616	174,616	174,616	174,616	174,616	174,616	174,616	174,616	174,616	174,616	87,308	2,182,703
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	108,454													108,454
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)														-
Expenses - Prior Year Accruals	(289,388)													(289,388)
Accounts Payable - Current Year														-
Summer Holdback for Teachers	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186		26,232
Loans Payable (Current)		-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)		-	-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	(178,748)	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186		(154,702)
Total Change in Cash	(278,562)	(73,754)	26,435	48,233	(13,543)	17,855	58,279	(1,869)	20,050	57,403	(11,457)	1,261		(130,713)
ENDING CASH	775,834	702,080	728,516	776,748	763,205	781,060	839,339	837,470	857,520	914,923	903,466	904,728		<<< = 151 days cash
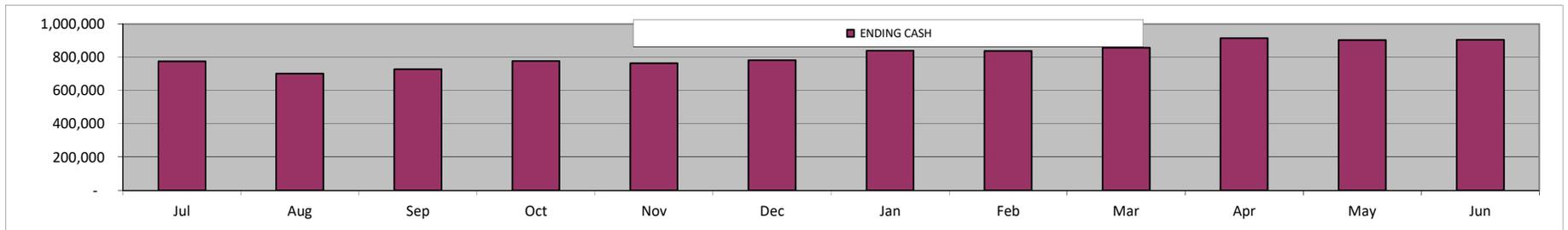
NOTE: Does not include final intercompany loan repayment schedule - will be updated following final intraorganization loan approval

MSA-5   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $106,573.

This will allow MSA-5 to end this fiscal year with a balance of $1,929,871, which is 63.7% 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 $1,539,587, which represents 186 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $150,286 higher than in the prior year, 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 ($13,305) lower than in the prior year, due to 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 ($79,918) lower than in the prior year, 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 $67,667 higher than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $220,889 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at ($23,814) lower than in the prior year.

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 ($230,951) lower than in the prior year, due primarily to ending the one-time 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 ($20,000) lower than in the prior year, reflecting stable depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 5	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
Projected Average Daily Attendance:	235	235	-	
SUMMARY				
Revenue				
LCFF Entitlement	2,547,726	2,698,012	150,286	Growth in LCFF funding
Federal Revenue	165,737	152,432	(13,305)	
Other State Revenues	293,170	213,252	(79,918)	No one-time (as of May Revise)
Other Local Revenues	4,200	71,867	67,667	SPED Concentration Grant
Total Revenue	**3,010,833**	**3,135,562**	**124,729**	
Expenditures				
Certificated Salaries	1,139,695	1,231,072	91,377	ADA growth + step/column
Classified Salaries	269,141	294,956	25,815	ADA growth + targeted adjustments
Benefits	502,935	606,632	103,697	Increasing to match staff costs
Books and Supplies	189,421	165,607	(23,814)	No one-time state funds
Services and Operating Exp.	944,094	713,143	(230,951)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	37,579	17,579	(20,000)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**3,082,866**	**3,028,990**	**(53,877)**	
Net Revenues	**(72,033)**	**106,573**	**178,606**	
Fund Balance				
Beginning Balance	1,895,332	1,823,299		
Net Revenues	(72,033)	106,573		
Ending Fund Balance	**1,823,299**	**1,929,871**		
Components of Fund Balance				
Available For Econ. Uncert.	1,712,025	1,848,339	61.0% of Exp.	
Restricted Balances	43,982	31,820	1.1% of Exp.	
Net Fixed Assets	67,292	49,713	1.6% of Exp.	
Ending Fund Balance	**1,823,299**	**1,929,871**	**63.7% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 5	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	1,641,734	2,110,495	468,761	ADA growth + LCFF funding increase
8012 EPA Entitlement	338,007	46,916	(291,091)	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	567,985	540,601	(27,384)	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**2,547,726**	**2,698,012**	**150,286**	
Federal Revenue				
8181 SpEd - Revenue	26,250	28,750	2,500	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	139,487	123,682	(15,805)	
SUBTOTAL - Federal Revenue	**165,737**	**152,432**	**(13,305)**	
Other State Revenue				
8311 SpEd Revenue	118,285	121,249	2,964	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	40,737	4,034	(36,703)	No one-time funding
8560 StateLotteryRev	43,960	52,654	8,694	
8590 AllOthStateRev	90,188	35,315	(54,873)	No one-time funding
SUBTOTAL - Other State Revenue	**293,170**	**213,252**	**(79,918)**	
Local Revenue				
8600 Other Local Revenue	1,200	-	(1,200)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	3,000	71,867	68,867	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

	2019-20 Budget			
MSA 5	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
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	-	-	-	
SUBTOTAL - Local Revenue	**4,200**	**71,867**	**67,667**	
TOTAL REVENUE	**3,010,833**	**3,135,562**	**124,729**	
EXPENDITURES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	951,015	1,030,640	79,625	ADA Growth + step/column
1300 Cert Adminis	188,680	200,432	11,752	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**1,139,695**	**1,231,072**	**91,377**	
Classified Salaries				
2100 Instructional Aides	-	-	-	
2200 Classified Support	-	-	-	
2400 Clerical & Tech	108,184	136,129	27,945	Targeted adjustments
2900 OtherClassStaff	160,957	158,827	(2,130)	
SUBTOTAL - Classified Salaries	**269,141**	**294,956**	**25,815**	
Employee Benefits				
3101 STRS	180,967	208,465	27,498	Corresponds to higher staff costs
3202 PERS	31,726	61,056	29,330	Corresponds to higher staff costs
3301 OASDI/Med	36,816	45,067	8,251	Corresponds to higher staff costs
3401 HlthWelfare	237,664	249,287	11,623	Reduced from 2018-19
3501 UnemployIns	799	757	(42)	
3601 WorkersCmp	14,963	15,000	37	
3701 Other Retirement	-	-	-	
3901 OthBenes	-	27,000	27,000	
SUBTOTAL - Employee Benefits	**502,935**	**606,632**	**103,697**	

MSA 5	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
2019-20 Budget				
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	30,000	25,000	(5,000)	
4200 BooksOthRefMats	5,000	3,000	(2,000)	
4310 Ins Mats & Sups	19,377	9,942	(9,435)	No one-time funding
4315 OthrSupplies	600	1,198	598	
4320 Office Supplies	11,500	10,000	(1,500)	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	-	-	-	
4335 PE Supplies	-	-	-	
4340 Educat Software	43,813	21,138	(22,675)	
4345 NonInstStdntSup	4,002	2,000	(2,002)	
4346 TeacherSupplies	-	-	-	
4350 Cust. Supplies	1,000	1,000	-	
4351 Yearbook	2,000	-	(2,000)	
4390 Uniforms	-	-	-	
4400 NonCapEquip-Gen	1,129	1,329	200	
4410 ClssrmFrnEqp<5k	2,500	2,000	(500)	
4430 OffceFurnEqp<5k	3,000	1,000	(2,000)	
4440 Computers <$5k	5,000	-	(5,000)	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	50,000	85,000	35,000	
4720 Food:Other Food	4,500	3,000	(1,500)	
4990 Prior Year Exp	6,000	-	(6,000)	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**189,421**	**165,607**	**(23,814)**	
Services & Other Operating Expenses				
5101 CMO Fees	103,253	182,562	79,309	
5205 Conference Fees	2,000	2,000	-	
5210 MilesParkTolls	-	-	-	
5215 TravConferences	1,000	1,000	-	
5220 TraLodging	-	-	-	
5300 DuesMemberships	5,000	5,000	-	
5450 Other Insurance	11,836	10,000	(1,836)	
5500 OpsHousekeeping	515	600	85	
5510 Gas & Electric	-	-	-	
5610 Rent & Leases	185,000	186,446	1,446	

	2019-20 Budget			
MSA 5	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
5620 EquipmentLeases	18,432	10,000	(8,432)	
5630 Reps&MaintBldng	10,000	-	(10,000)	
5800 ProfessServices	12,728	28,287	15,559	
5810 Legal	5,000	5,000	-	
5811 Property Tax	-	-	-	
5813 SchPrgAftSchool	29,484	35,315	5,831	
5814 SchPrgAcadComps	5,000	2,000	(3,000)	
5819 SchlProgs-Other	3,600	3,600	-	
5820 Audit & CPA	8,334	8,334	-	
5825 DMSBusinessSvcs	-	-	-	
5835 Field Trips	9,000	5,000	(4,000)	
5836 FieldTrip Trans	-	-	-	
5840 MarkngStdtRecrt	9,500	2,000	(7,500)	
5850 Oversight Fees	24,292	26,063	1,771	
5857 Payroll Fees	10,038	10,038	-	
5860 Service Fees	612	2,000	1,388	
5861 Prior Year Services	11,855	10,000	(1,855)	
5863 Prof Developmnt	10,000	9,723	(277)	
5864 Prof Dev-Other	20,085	-	(20,085)	
5869 SpEd Ctrct Inst	40,212	45,000	4,788	
5872 SpEd Fees	42,998	6,000	(36,998)	
5875 StaffRecruiting	-	-	-	
5884 Substitutes	30,686	25,000	(5,686)	
5890 OthSvcsNon-Inst	273,350	4,875	(268,475)	Reflects no Prop 39 in 2019-20
5900 Communications	795	30,000	29,205	
5920 TelecomInternet	4,323	30,000	25,677	
5930 PostageDelivery	2,882	3,000	118	
5940 Technology	52,284	24,300	(27,984)	
5990 PY Services	-	-	-	
SUBTOTAL - Services & Operations	**944,094**	**713,143**	**(230,951)**	
Capital Outlay & Depreciation				
6100 Site Imp (Pre-Capitalization)	-	-	-	
6400 EquipFixed	20,000	-	(20,000)	Reduced pre-cap equipment
6900 Depreciation	17,579	17,579	-	
SUBTOTAL - Cap Outlay & Dep.	**37,579**	**17,579**	**(20,000)**	

2019-20 Budget				
MSA 5	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	-	-	-	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-5	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,839,075	1,644,834	1,539,587	1,580,328	1,644,951	1,625,072	1,648,304	1,726,428	1,803,421	1,918,528	1,924,234	1,990,983	2,072,912	
Revenue														
LCFF Entitlement	82,087	116,166	215,914	277,697	193,195	193,195	277,697	286,947	311,898	215,659	276,703	276,703	(25,849)	2,698,012
Federal Revenue	-	-	24,736	-	-	27,931	13,501	13,501	13,501	13,501	13,501	13,501	18,757	152,432
Other State Revenues	10,424	10,424	31,926	18,763	18,763	33,943	18,763	8,381	21,544	8,381	8,381	23,561	-	213,252
Other Local Revenues	5,989	5,989	5,989	5,989	5,989	5,989	5,989	5,989	5,989	5,989	5,989	5,989	-	71,867
Total Revenue	**98,499**	**132,578**	**278,566**	**302,448**	**217,946**	**261,057**	**315,949**	**314,818**	**352,933**	**243,530**	**304,574**	**319,754**	**(7,092)**	**3,135,562**
Expenses														
Certificated Salaries	98,486	98,486	98,486	98,486	98,486	98,486	98,486	98,486	98,486	98,486	98,486	98,486	49,243	1,231,072
Classified Salaries	23,596	23,596	23,596	23,596	23,596	23,596	23,596	23,596	23,596	23,596	23,596	23,596	11,798	294,956
Benefits	48,531	48,531	48,531	48,531	48,531	48,531	48,531	48,531	48,531	48,531	48,531	48,531	24,265	606,632
Books and Supplies	13,249	13,249	13,249	13,249	13,249	13,249	13,249	13,249	13,249	13,249	13,249	13,249	6,624	165,607
Services and Operations	57,051	57,051	57,051	57,051	57,051	57,051	57,051	57,051	57,051	57,051	57,051	57,051	28,526	713,143
Depreciation / Cap Outlay	1,406	1,406	1,406	1,406	1,406	1,406	1,406	1,406	1,406	1,406	1,406	1,406	703	17,579
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**242,319**	**242,319**	**242,319**	**242,319**	**242,319**	**242,319**	**242,319**	**242,319**	**242,319**	**242,319**	**242,319**	**242,319**	**121,160**	**3,028,990**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	170,315													170,315
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)														-
Expenses - Prior Year Accruals	(225,230)													(225,230)
Accounts Payable - Current Year														-
Summer Holdback for Teachers	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494		53,928
Loans Payable (Current)		-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)		-	-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	**(50,421)**	**4,494**	**4,494**	**4,494**	**4,494**	**4,494**	**4,494**	**4,494**	**4,494**	**4,494**	**4,494**	**4,494**		**(987)**
Total Change in Cash	**(194,241)**	**(105,247)**	**40,740**	**64,623**	**(19,879)**	**23,232**	**78,124**	**76,993**	**115,107**	**5,705**	**66,749**	**81,929**		**105,586**
ENDING CASH	1,644,834	1,539,587	1,580,328	1,644,951	1,625,072	1,648,304	1,726,428	1,803,421	1,918,528	1,924,234	1,990,983	2,072,912		

<<< = 250 days cash
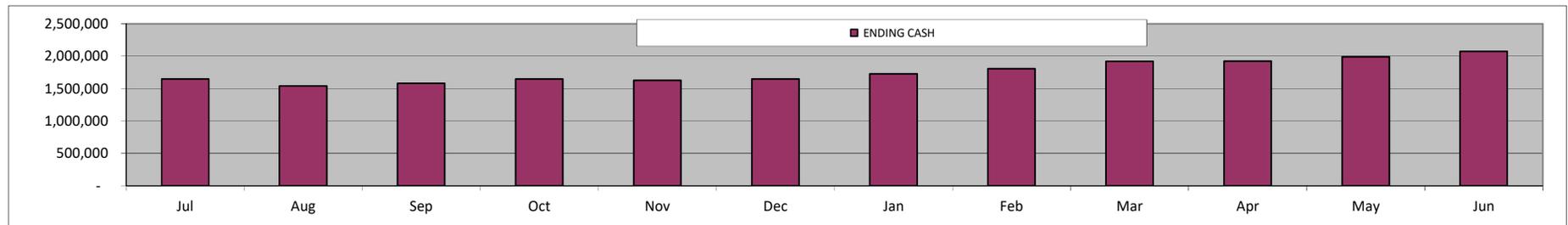
NOTE: Does not include final intercompany loan repayment schedule - will be updated following final intraorganization loan approval

MSA-6   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $47,947.

This will allow MSA-6 to end this fiscal year with a balance of $1,668,106, which is 85.5% 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 $1,480,878, which represents 277 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $120,026 higher than in the prior year, due to average daily attendance (ADA) increasing by 8.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at ($21,351) lower than in the prior year, due to 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 ($107,307) lower than in the prior year, 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 $70,477 higher than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $108,335 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at ($5,930) lower than in the prior year.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be ($67,248) lower than in the prior year, due primarily to ending the one-time 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 ($4,998) lower than in the prior year, reflecting updated depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 6	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	148	156	8	
SUMMARY				
Revenue				
LCFF Entitlement	1,482,738	1,602,764	120,026	Growth in ADA & LCFF funding
Federal Revenue	126,006	104,655	(21,351)	No CSFIG assumed in 19-20
Other State Revenues	311,339	204,032	(107,307)	No one-time (as of May Revise)
Other Local Revenues	16,200	86,677	70,477	SPED Concentration Grant
Total Revenue	**1,936,283**	**1,998,128**	**61,844**	
Expenditures				
Certificated Salaries	713,967	759,006	45,040	ADA growth + step/column
Classified Salaries	124,194	155,622	31,427	ADA growth + targeted adjustments
Benefits	340,503	372,372	31,868	Increasing to match staff costs
Books and Supplies	93,430	87,500	(5,930)	No one-time state funds
Services and Operating Exp.	624,706	557,458	(67,248)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	23,222	18,224	(4,998)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**1,920,023**	**1,950,181**	**30,158**	
Net Revenues	**16,261**	**47,947**	**31,686**	
Fund Balance				
Beginning Balance	1,603,898	1,620,159		
Net Revenues	16,261	47,947		
Ending Fund Balance	**1,620,159**	**1,668,106**		
Components of Fund Balance				
Available For Econ. Uncert.	1,557,617	1,634,868	83.8% of Exp.	
Restricted Balances	40,071	28,990	1.5% of Exp.	
Net Fixed Assets	22,471	4,247	0.2% of Exp.	
Ending Fund Balance	**1,620,159**	**1,668,106**	**85.5% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 6	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	921,576	1,009,523	87,947	ADA growth + LCFF funding increase
8012 EPA Entitlement	203,158	234,884	31,726	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	358,004	358,357	353	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**1,482,738**	**1,602,764**	**120,026**	
Federal Revenue				
8181 SpEd - Revenue	28,921	29,760	839	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	97,085	74,895	(22,190)	
SUBTOTAL - Federal Revenue	**126,006**	**104,655**	**(21,351)**	
Other State Revenue				
8311 SpEd Revenue	91,190	88,277	(2,913)	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	31,083	2,613	(28,470)	No one-time funding
8560 StateLotteryRev	28,658	27,643	(1,015)	
8590 AllOthStateRev	160,409	85,500	(74,909)	No one-time funding
SUBTOTAL - Other State Revenue	**311,339**	**204,032**	**(107,307)**	
Local Revenue				
8600 Other Local Revenue	1,200	-	(1,200)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	15,000	86,677	71,677	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

MSA 6		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
			2019-20 Budget		
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	-	-	-	
	SUBTOTAL - Local Revenue	**16,200**	**86,677**	**70,477**	
TOTAL REVENUE		**1,936,283**	**1,998,128**	**61,844**	
EXPENDITURES DETAIL					
Certificated Salaries					
1100	TeacherSalaries	541,143	569,758	28,616	ADA Growth + step/column
1300	Cert Adminis	172,824	189,248	16,424	ADA Growth + step/column
	SUBTOTAL - Certificated Salaries	**713,967**	**759,006**	**45,040**	
Classified Salaries					
2100	Instructional Aides	-	-	-	
2200	Classified Support	-	-	-	
2400	Clerical & Tech	48,062	49,674	1,612	Targeted adjustments
2900	OtherClassStaff	76,132	105,948	29,816	Targeted adjustments
	SUBTOTAL - Classified Salaries	**124,194**	**155,622**	**31,427**	
Employee Benefits					
3101	STRS	110,960	129,790	18,830	Corresponds to higher staff costs
3202	PERS	20,229	32,214	11,985	Corresponds to higher staff costs
3301	OASDI/Med	22,029	22,911	881	Corresponds to higher staff costs
3401	HlthWelfare	171,479	165,000	(6,479)	Reduced from 2018-19
3501	UnemployIns	500	457	(43)	
3601	WorkersCmp	9,393	7,000	(2,393)	Reduced from 2018-19
3701	Other Retirement	-	-	-	
3901	OthBenes	5,913	15,000	9,087	
	SUBTOTAL - Employee Benefits	**340,503**	**372,372**	**31,868**	

MSA 6	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
2019-20 Budget				
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	25,750	20,000	(5,750)	
4200 BooksOthRefMats	1,061	1,200	139	
4310 Ins Mats & Sups	17,918	17,371	(547)	No one-time funding
4315 OthrSupplies	-	-	-	
4320 Office Supplies	7,000	12,000	5,000	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	-	-	-	
4335 PE Supplies	1,560	2,000	440	
4340 Educat Software	22,291	15,429	(6,862)	
4345 NonInstStdntSup	3,792	3,000	(792)	
4346 TeacherSupplies	3,132	5,000	1,868	
4350 Cust. Supplies	-	-	-	
4351 Yearbook	1,500	1,500	-	
4390 Uniforms	2,000	2,000	-	
4400 NonCapEquip-Gen	-	-	-	
4410 ClssrmFrnEqp<5k	1,000	2,000	1,000	
4430 OffceFurnEqp<5k	2,500	3,000	500	
4440 Computers <$5k	1,335	2,000	665	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	-	-	-	
4720 Food:Other Food	2,591	1,000	(1,591)	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**93,430**	**87,500**	**(5,930)**	
Services & Other Operating Expenses				
5101 CMO Fees	46,452	73,025	26,573	
5205 Conference Fees	-	-	-	
5210 MilesParkTolls	1,545	1,500	(45)	
5215 TravConferences	561	1,000	439	
5220 TraLodging	1,280	2,500	1,220	
5300 DuesMemberships	5,487	2,500	(2,987)	
5450 Other Insurance	10,771	8,000	(2,771)	
5500 OpsHousekeeping	2,000	2,500	500	
5510 Gas & Electric	7,931	8,500	569	
5610 Rent & Leases	114,000	114,000	-	

MSA 6		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
			2019-20 Budget		
5620	EquipmentLeases	5,092	5,000	(92)	
5630	Reps&MaintBldng	2,000	-	(2,000)	
5800	ProfessServices	49,188	72,139	22,951	
5810	Legal	20,000	20,000	-	
5811	Property Tax	-	-	-	
5813	SchPrgAftSchool	-	3,000	3,000	
5814	SchPrgAcadComps	1,000	1,000	-	
5819	SchlProgs-Other	10,000	1,000	(9,000)	
5820	Audit & CPA	4,774	4,774	-	
5825	DMSBusinessSvcs	-	-	-	
5835	Field Trips	14,067	21,296	7,229	
5836	FieldTrip Trans	-	-	-	
5840	MarkngStdtRecrt	15,000	20,000	5,000	
5850	Oversight Fees	15,756	16,039	283	
5857	Payroll Fees	10,844	13,082	2,238	
5860	Service Fees	2,530	530	(2,000)	
5861	Prior Year Services	-	-	-	
5863	Prof Developmnt	5,720	1,000	(4,720)	
5864	Prof Dev-Other	15,450	17,000	1,550	
5869	SpEd Ctrct Inst	56,077	49,466	(6,611)	
5872	SpEd Fees	22,690	23,607	917	
5875	StaffRecruiting	-	-	-	
5884	Substitutes	16,000	15,000	(1,000)	
5890	OthSvcsNon-Inst	121,240	1,700	(119,540)	Reflects no Prop 39 in 2019-20
5900	Communications	2,000	4,000	2,000	
5920	TelecomInternet	13,090	25,000	11,910	
5930	PostageDelivery	5,000	5,000	-	
5940	Technology	27,161	24,300	(2,861)	
5990	PY Services	-	-	-	
	SUBTOTAL - Services & Operations	**624,706**	**557,458**	**(67,248)**	
Capital Outlay & Depreciation					
6100	Site Imp (Pre-Capitalization)	-	-	-	
6400	EquipFixed	6,665	-	(6,665)	Reduced pre-cap equipment
6900	Depreciation	16,557	18,224	1,667	
	SUBTOTAL - Cap Outlay & Dep.	**23,222**	**18,224**	**(4,998)**	

2019-20 Budget				
MSA 6	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	**-**	**-**	**-**	
TOTAL EXPENDITURES	**1,920,023**	**1,950,181**	**30,158**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-6	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,590,480	1,548,188	1,480,878	1,503,864	1,541,430	1,528,207	1,541,486	1,588,600	1,586,950	1,613,808	1,675,289	1,670,117	1,673,163	
Revenue														
LCFF Entitlement	46,079	67,559	125,902	162,372	111,582	111,582	162,372	129,172	150,769	192,303	125,650	125,650	91,772	1,602,764
Federal Revenue	-	-	14,979	-	-	18,286	9,548	9,548	9,548	9,548	9,548	9,548	14,103	104,655
Other State Revenues	12,580	12,580	29,555	22,644	22,644	30,861	22,644	7,079	13,990	7,079	7,079	15,297	-	204,032
Other Local Revenues	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	-	86,677
Total Revenue	65,882	87,362	177,659	192,239	141,449	167,952	201,786	153,022	181,531	216,153	149,501	157,718	105,874	1,998,128
Expenses														
Certificated Salaries	60,720	60,720	60,720	60,720	60,720	60,720	60,720	60,720	60,720	60,720	60,720	60,720	30,360	759,006
Classified Salaries	12,450	12,450	12,450	12,450	12,450	12,450	12,450	12,450	12,450	12,450	12,450	12,450	6,225	155,622
Benefits	29,790	29,790	29,790	29,790	29,790	29,790	29,790	29,790	29,790	29,790	29,790	29,790	14,895	372,372
Books and Supplies	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	3,500	87,500
Services and Operations	44,597	44,597	44,597	44,597	44,597	44,597	44,597	44,597	44,597	44,597	44,597	44,597	22,298	557,458
Depreciation / Cap Outlay	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	729	18,224
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	156,014	156,014	156,014	156,014	156,014	156,014	156,014	156,014	156,014	156,014	156,014	156,014	78,007	1,950,181
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	96,750													96,750
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)														-
Expenses - Prior Year Accruals	(50,251)													(50,251)
Accounts Payable - Current Year														-
Summer Holdback for Teachers	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342		16,104
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	47,841	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342		62,603
Total Change in Cash	(42,292)	(67,310)	22,986	37,566	(13,223)	13,279	47,114	(1,650)	26,858	61,481	(5,172)	3,045		110,550
ENDING CASH	1,548,188	1,480,878	1,503,864	1,541,430	1,528,207	1,541,486	1,588,600	1,586,950	1,613,808	1,675,289	1,670,117	1,673,163	<<< = 313 days cash	
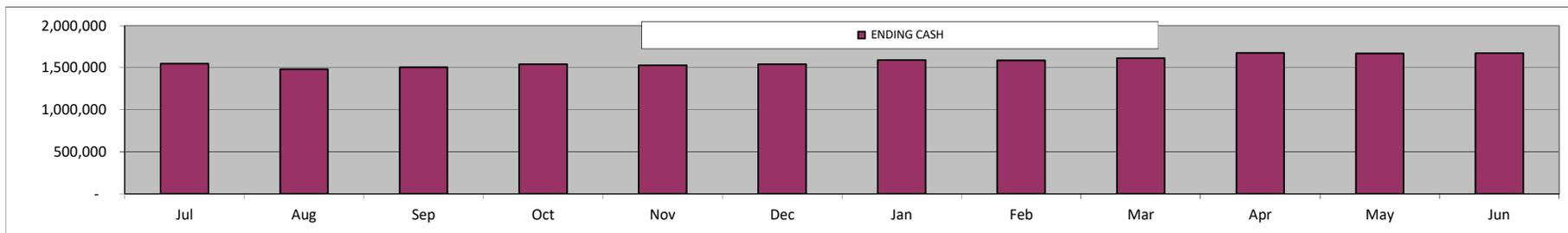
NOTE: Does not include final intercompany loan repayment schedule - will be updated following final intraorganization loan approval

MSA-7   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $80,339.

This will allow MSA-7 to end this fiscal year with a balance of $1,300,772, which is 35.5% 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 $766,502, which represents 76 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $156,591 higher than in the prior year, due to average daily attendance (ADA) increasing by 2.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at ($281,507) lower than in the prior year, due to 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 ($134,480) lower than in the prior year, 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 ($8,005) lower than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $107,902 higher than in the prior year, 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 ($67,262) lower than in the prior year.

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 ($303,141) lower than in the prior year, due primarily to ending the one-time 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 ($363,002) lower than in the prior year, reflecting $350k in capital improvements.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 7	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	278	280	2	
SUMMARY				
Revenue				
LCFF Entitlement	2,794,305	2,950,896	156,591	Growth in ADA & LCFF funding
Federal Revenue	444,804	163,297	(281,507)	No CSFIG assumed in 19-20
Other State Revenues	720,162	585,683	(134,480)	No one-time (as of May Revise)
Other Local Revenues	48,773	40,768	(8,005)	SPED Concentration Grant
Total Revenue	**4,008,045**	**3,740,644**	**(267,401)**	
Expenditures				
Certificated Salaries	1,185,835	1,155,464	(30,371)	ADA growth + step/column
Classified Salaries	381,786	463,111	81,324	ADA growth + targeted adjustments
Benefits	499,364	556,312	56,949	Increasing to match staff costs
Books and Supplies	166,162	98,900	(67,262)	No one-time state funds
Services and Operating Exp.	1,673,671	1,370,530	(303,141)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	378,990	15,987	(363,002)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**4,285,808**	**3,660,305**	**(625,503)**	
Net Revenues	**(277,763)**	**80,339**	**358,102**	
Fund Balance				
Beginning Balance	1,498,196	1,220,433		
Net Revenues	(277,763)	80,339		
Ending Fund Balance	**1,220,433**	**1,300,772**		
Components of Fund Balance				
Available For Econ. Uncert.	1,027,480	1,132,154	30.9% of Exp.	
Restricted Balances	30,185	21,838	0.6% of Exp.	
Net Fixed Assets	162,768	146,781	4.0% of Exp.	
Ending Fund Balance	**1,220,433**	**1,300,772**	**35.5% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA 7	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	1,755,504	1,896,277	140,773	ADA growth + LCFF funding increase
8012 EPA Entitlement	368,515	409,599	41,084	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	670,286	645,020	(25,266)	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**2,794,305**	**2,950,896**	**156,591**	
Federal Revenue				
8181 SpEd - Revenue	54,794	57,536	2,742	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	390,010	105,761	(284,249)	No CSFIG Included
SUBTOTAL - Federal Revenue	**444,804**	**163,297**	**(281,507)**	
Other State Revenue				
8311 SpEd Revenue	171,416	170,668	(748)	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	55,053	4,736	(50,317)	No one-time funding
8560 StateLotteryRev	54,298	54,841	543	
8590 AllOthStateRev	439,395	355,438	(83,957)	No one-time funding
SUBTOTAL - Other State Revenue	**720,162**	**585,683**	**(134,480)**	
Local Revenue				
8600 Other Local Revenue	31,639	1,500	(30,139)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	17,134	39,268	22,134	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

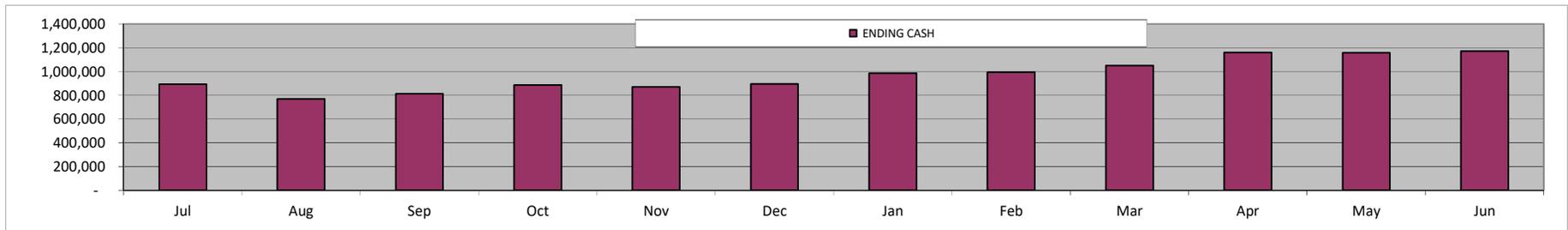|	2019-20 Budget			
MSA 7	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
8705 CMO Fee - MSA-5	-	-	-	
8706 CMO Fee - MSA-6	-	-	-	
8707 CMO Fee - MSA-7	-	-	-	
8708 CMO Fee - MSA-8	-	-	-	
8709 CMO Fee - MSA-SA	-	-	-	
8712 CMO Fee - MSA-SD	-	-	-	
8791 SpEd Revenue (Local)	-	-	-	
8802 Private Donations/Grants	-	-	-	
8803 Fundraising	-	-	-	
8999 Revenues-Susp	-	-	-	
SUBTOTAL - Local Revenue	**48,773**	**40,768**	**(8,005)**	
TOTAL REVENUE	**4,008,045**	**3,740,644**	**(267,401)**	
EXPENDITURES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	993,772	954,792	(38,980)	ADA Growth + step/column
1300 Cert Adminis	192,063	200,672	8,609	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**1,185,835**	**1,155,464**	**(30,371)**	
Classified Salaries				
2100 Instructional Aides	-	-	-	
2200 Classified Support	-	-	-	
2400 Clerical & Tech	147,511	163,317	15,806	Targeted adjustments
2900 OtherClassStaff	234,275	299,793	65,518	Targeted adjustments
SUBTOTAL - Classified Salaries	**381,786**	**463,111**	**81,324**	
Employee Benefits				
3101 STRS	185,237	195,857	10,620	Corresponds to higher staff costs
3202 PERS	55,030	95,864	40,834	Corresponds to higher staff costs
3301 OASDI/Med	46,973	46,287	(686)	
3401 HlthWelfare	195,412	180,000	(15,412)	Reduced from 2018-19
3501 UnemployIns	892	804	(88)	
3601 WorkersCmp	15,820	15,000	(820)	Reduced from 2018-19
3701 Other Retirement	-	-	-	
3901 OthBenes	-	22,500	22,500	
SUBTOTAL - Employee Benefits	**499,364**	**556,312**	**56,949**	

2019-20 Budget			
MSA 7	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	27,440	25,000	(2,440)	
4200 BooksOthRefMats	1,030	2,000	970	
4310 Ins Mats & Sups	40,378	2,500	(37,878)	No one-time funding
4315 OthrSupplies	16,672	1,000	(15,672)	
4320 Office Supplies	9,000	12,000	3,000	
4325 ProfDevMat&Sups	1,000	1,000	-	
4326 Arts&MusicSupps	3,090	3,000	(90)	
4335 PE Supplies	2,060	2,000	(60)	
4340 Educat Software	19,623	27,860	8,237	
4345 NonInstStdntSup	2,745	1,500	(1,245)	
4346 TeacherSupplies	2,472	2,500	28	
4350 Cust. Supplies	8,240	8,240	-	
4351 Yearbook	2,603	1,800	(803)	
4390 Uniforms	-	-	-	
4400 NonCapEquip-Gen	4,300	2,500	(1,800)	
4410 ClssrmFrnEqp<5k	3,184	2,000	(1,184)	
4430 OffceFurnEqp<5k	4,068	2,000	(2,068)	
4440 Computers <$5k	3,000	-	(3,000)	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	-	-	-	
4720 Food:Other Food	15,257	2,000	(13,257)	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**166,162**	**98,900**	**(67,262)**	
Services & Other Operating Expenses				
5101 CMO Fees	496,785	486,833	(9,952)	
5205 Conference Fees	1,030	2,000	970	
5210 MilesParkTolls	2,060	2,000	(60)	
5215 TravConferences	-	-	-	
5220 TraLodging	1,310	1,500	190	
5300 DuesMemberships	8,240	8,000	(240)	
5450 Other Insurance	18,102	18,000	(102)	
5500 OpsHousekeeping	10,300	10,000	(300)	
5510 Gas & Electric	59,995	60,000	5	
5610 Rent & Leases	281,134	280,000	(1,134)	

MSA 7		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
		2019-20 Budget			
5620	EquipmentLeases	10,652	11,000	348	
5630	Reps&MaintBldng	11,330	5,000	(6,330)	
5800	ProfessServices	54,360	27,355	(27,005)	
5810	Legal	8,700	6,000	(2,700)	
5811	Property Tax	-	-	-	
5813	SchPrgAftSchool	168,714	169,438	724	
5814	SchPrgAcadComps	6,000	-	(6,000)	
5819	SchlProgs-Other	4,120	4,000	(120)	
5820	Audit & CPA	6,489	7,000	511	
5825	DMSBusinessSvcs	-	-	-	
5835	Field Trips	8,240	8,000	(240)	
5836	FieldTrip Trans	-	-	-	
5840	MarkngStdtRecrt	8,000	5,000	(3,000)	
5850	Oversight Fees	27,578	27,000	(578)	
5857	Payroll Fees	15,191	15,000	(191)	
5860	Service Fees	2,963	2,963	-	
5861	Prior Year Services	-	-	-	
5863	Prof Developmnt	7,900	-	(7,900)	
5864	Prof Dev-Other	23,620	28,500	4,880	
5869	SpEd Ctrct Inst	143,048	65,000	(78,048)	
5872	SpEd Fees	42,987	45,641	2,654	
5875	StaffRecruiting	-	-	-	
5884	Substitutes	26,858	40,000	13,142	
5890	OthSvcsNon-Inst	178,632	2,000	(176,632)	Reflects no Prop 39 in 2019-20
5900	Communications	-	4,000	4,000	
5920	TelecomInternet	4,120	4,000	(120)	
5930	PostageDelivery	3,708	4,000	292	
5940	Technology	31,505	21,300	(10,205)	
5990	PY Services	-	-	-	
	SUBTOTAL - Services & Operations	**1,673,671**	**1,370,530**	**(303,141)**	
Capital Outlay & Depreciation					
6100	Site Imp (Pre-Capitalization)	349,434	-	(349,434)	No pre-cap improvements included
6400	EquipFixed	13,568	-	(13,568)	Reduced pre-cap equipment
6900	Depreciation	15,987	15,987	-	
	SUBTOTAL - Cap Outlay & Dep.	**378,990**	**15,987**	**(363,002)**	

2019-20 Budget			
MSA 7	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299　　Encroachment	-	-	-	
7438　　InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	-	-	-	
TOTAL EXPENDITURES	**4,285,808**	**3,660,305**	**(625,503)**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-7	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,108,498	892,000	766,502	810,736	885,425	867,985	894,168	984,064	993,044	1,047,529	1,158,266	1,156,332	1,170,477	
Revenue														
LCFF Entitlement	87,775	127,992	238,430	303,747	211,618	211,618	303,747	239,773	271,568	341,530	228,859	228,859	155,380	2,950,896
Federal Revenue	-	-	21,152	-	-	27,545	15,206	15,206	15,206	15,206	15,206	15,206	23,362	163,297
Other State Revenues	30,541	30,541	68,683	54,973	54,973	71,051	54,973	38,032	51,742	38,032	38,032	54,110	-	585,683
Other Local Revenues	3,397	3,397	3,397	3,397	3,397	3,397	3,397	3,397	3,397	3,397	3,397	3,397	-	40,768
Total Revenue	121,713	161,930	331,662	362,117	269,989	313,612	377,324	296,408	341,914	398,165	285,495	301,573	178,742	3,740,644
Expenses														
Certificated Salaries	92,437	92,437	92,437	92,437	92,437	92,437	92,437	92,437	92,437	92,437	92,437	92,437	46,219	1,155,464
Classified Salaries	37,049	37,049	37,049	37,049	37,049	37,049	37,049	37,049	37,049	37,049	37,049	37,049	18,524	463,111
Benefits	44,505	44,505	44,505	44,505	44,505	44,505	44,505	44,505	44,505	44,505	44,505	44,505	22,252	556,312
Books and Supplies	7,912	7,912	7,912	7,912	7,912	7,912	7,912	7,912	7,912	7,912	7,912	7,912	3,956	98,900
Services and Operations	109,642	109,642	109,642	109,642	109,642	109,642	109,642	109,642	109,642	109,642	109,642	109,642	54,821	1,370,530
Depreciation / Cap Outlay	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	639	15,987
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	292,824	292,824	292,824	292,824	292,824	292,824	292,824	292,824	292,824	292,824	292,824	292,824	146,412	3,660,305
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	197,781													197,781
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)														-
Expenses - Prior Year Accruals	(248,564)													(248,564)
Accounts Payable - Current Year														-
Summer Holdback for Teachers	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396		64,752
Loans Payable (Current)		-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)		-	-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	(45,387)	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396		13,969
Total Change in Cash	(216,498)	(125,498)	44,234	74,689	(17,440)	26,183	89,895	8,980	54,486	110,737	(1,934)	14,144		94,308
ENDING CASH	892,000	766,502	810,736	885,425	867,985	894,168	984,064	993,044	1,047,529	1,158,266	1,156,332	1,170,477		

<<< = 117 days cash

NOTE: Does not include final intercompany loan repayment schedule - will be updated following final intraorganization loan approval

MSA-8   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $58,704.

This will allow MSA-8 to end this fiscal year with a balance of $4,312,823, which is 74.5% 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 $1,884,889, which represents 119 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $309,639 higher than in the prior year, due to average daily attendance (ADA) increasing by 16.

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 ($1,402) lower than in the prior year, due to 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 ($138,862) lower than in the prior year, 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 ($37,527) lower than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $621,224 higher than in the prior year, 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 ($58,927) lower than in the prior year.

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 ($273,934) lower than in the prior year, due primarily to ending the one-time 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 ($44,817) lower than in the prior year, reflecting updated depreciation and capital outlay projections.

2019-20 Budget				
MSA 8	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	457	473	16	
SUMMARY				
Revenue				
LCFF Entitlement	4,702,634	5,012,273	309,639	Growth in ADA & LCFF funding
Federal Revenue	335,233	333,831	(1,402)	No CSFIG assumed in 19-20
Other State Revenues	638,242	499,379	(138,862)	No one-time (as of May Revise)
Other Local Revenues	42,527	5,000	(37,527)	SPED Concentration Grant
Total Revenue	**5,718,636**	**5,850,484**	**131,848**	
Expenditures				
Certificated Salaries	1,573,185	2,029,445	456,260	ADA growth + step/column
Classified Salaries	452,015	545,984	93,969	ADA growth + targeted adjustments
Benefits	817,928	888,921	70,994	Increasing to match staff costs
Books and Supplies	342,586	283,659	(58,927)	No one-time state funds
Services and Operating Exp.	2,232,703	1,958,769	(273,934)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	129,817	85,000	(44,817)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**5,548,234**	**5,791,779**	**243,546**	
Net Revenues	**170,402**	**58,704**	**(111,698)**	
Fund Balance				
Beginning Balance	4,083,717	4,254,119		
Net Revenues	170,402	58,704		
Ending Fund Balance	**4,254,119**	**4,312,823**		
Components of Fund Balance				
Available For Econ. Uncert.	4,012,067	4,184,838	72.3% of Exp.	
Restricted Balances	105,117	76,050	1.3% of Exp.	
Net Fixed Assets	136,935	51,935	0.9% of Exp.	
Ending Fund Balance	**4,254,119**	**4,312,823**	**74.5% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

	2019-20 Budget			
MSA 8	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	2,970,949	3,207,159	236,210	ADA growth + LCFF funding increase
8012 EPA Entitlement	628,045	715,915	87,870	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	1,103,640	1,089,199	(14,441)	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**4,702,634**	**5,012,273**	**309,639**	
Federal Revenue				
8181 SpEd - Revenue	92,335	93,258	923	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	242,898	240,573	(2,325)	
SUBTOTAL - Federal Revenue	**335,233**	**333,831**	**(1,402)**	
Other State Revenue				
8311 SpEd Revenue	287,758	261,329	(26,429)	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	94,752	7,702	(87,050)	No one-time funding
8560 StateLotteryRev	91,500	92,415	915	
8590 AllOthStateRev	164,232	137,934	(26,298)	No one-time funding
SUBTOTAL - Other State Revenue	**638,242**	**499,379**	**(138,862)**	
Local Revenue				
8600 Other Local Revenue	38,527	-	(38,527)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	4,000	5,000	1,000	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

	2019-20 Budget			
MSA 8	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
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	-	-	-	
SUBTOTAL - Local Revenue	**42,527**	**5,000**	**(37,527)**	
TOTAL REVENUE	**5,718,636**	**5,850,484**	**131,848**	
EXPENDITURES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	1,243,724	1,659,660	415,936	ADA Growth + step/column
1300 Cert Adminis	329,461	369,785	40,324	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**1,573,185**	**2,029,445**	**456,260**	
Classified Salaries				
2100 Instructional Aides	-	106,984	106,984	Split out from 2900
2200 Classified Support	-	238,534	238,534	Split out from 2900
2400 Clerical & Tech	232,675	200,467	(32,208)	Targeted adjustments
2900 OtherClassStaff	219,340	-	(219,340)	Moving to 2100/2200
SUBTOTAL - Classified Salaries	**452,015**	**545,984**	**93,969**	
Employee Benefits				
3101 STRS	285,900	345,895	59,995	Corresponds to higher staff costs
3202 PERS	72,460	145,149	72,689	Corresponds to higher staff costs
3301 OASDI/Med	68,450	64,000	(4,450)	Corresponds to higher staff costs
3401 HlthWelfare	364,413	302,660	(61,753)	Reduced from 2018-19
3501 UnemployIns	1,295	1,718	423	
3601 WorkersCmp	24,922	27,500	2,578	
3701 Other Retirement	-	-	-	
3901 OthBenes	489	2,000	1,511	
SUBTOTAL - Employee Benefits	**817,928**	**888,921**	**70,994**	

		2019-20 Budget		
MSA 8		**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**

|		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
Books & Supplies					(Below items adj. per site-level meetings)
4100	Text&CoreCurric	18,500	20,000	1,500	
4200	BooksOthRefMats	1,377	1,000	(377)	
4310	Ins Mats & Sups	75,841	20,000	(55,841)	No one-time funding
4315	OthrSupplies	-	-	-	
4320	Office Supplies	6,901	9,000	2,099	
4325	ProfDevMat&Sups	-	-	-	
4326	Arts&MusicSupps	5,000	2,500	(2,500)	
4335	PE Supplies	1,500	2,500	1,000	
4340	Educat Software	51,627	56,159	4,532	
4345	NonInstStdntSup	6,350	5,000	(1,350)	
4346	TeacherSupplies	5,000	5,000	-	
4350	Cust. Supplies	-	-	-	
4351	Yearbook	1,000	-	(1,000)	
4390	Uniforms	530	-	(530)	
4400	NonCapEquip-Gen	13,100	13,000	(100)	
4410	ClssrmFrnEqp<5k	1,030	1,000	(30)	
4430	OffceFurnEqp<5k	5,150	3,000	(2,150)	
4440	Computers <$5k	15,450	15,500	50	
4460	Fixed Asset Suspense	-	-	-	
4710	Food	122,000	123,000	1,000	
4720	Food:Other Food	12,230	7,000	(5,230)	
4990	Prior Year Exp	-	-	-	
4999	Misc Exp-Suspense	-	-	-	
	SUBTOTAL - Books and Supplies	**342,586**	**283,659**	**(58,927)**	
Services & Other Operating Expenses					
5101	CMO Fees	991,436	973,666	(17,770)	
5205	Conference Fees	10,300	3,500	(6,800)	
5210	MilesParkTolls	4,950	2,500	(2,450)	
5215	TravConferences	-	-	-	
5220	TraLodging	10,300	2,500	(7,800)	
5300	DuesMemberships	7,745	8,000	255	
5450	Other Insurance	31,196	31,000	(196)	
5500	OpsHousekeeping	36,050	10,000	(26,050)	
5510	Gas & Electric	-	-	-	
5610	Rent & Leases	304,830	350,000	45,170	

	2019-20 Budget			
MSA 8	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
5620 EquipmentLeases	17,441	15,000	(2,441)	
5630 Reps&MaintBldng	2,226	-	(2,226)	
5800 ProfessServices	44,631	62,230	17,599	
5810 Legal	10,000	20,000	10,000	
5811 Property Tax	-	-	-	
5813 SchPrgAftSchool	3,533	24,000	20,467	
5814 SchPrgAcadComps	618	-	(618)	
5819 SchlProgs-Other	1,230	1,000	(230)	
5820 Audit & CPA	15,914	15,000	(914)	
5825 DMSBusinessSvcs	-	-	-	
5835 Field Trips	20,000	25,000	5,000	
5836 FieldTrip Trans	-	-	-	
5840 MarkngStdtRecrt	8,240	5,000	(3,240)	
5850 Oversight Fees	48,017	50,418	2,401	
5857 Payroll Fees	18,041	17,000	(1,041)	
5860 Service Fees	1,379	2,000	621	
5861 Prior Year Services	-	-	-	
5863 Prof Developmnt	8,549	30,900	22,351	
5864 Prof Dev-Other	33,000	20,000	(13,000)	
5869 SpEd Ctrct Inst	53,575	60,000	6,425	
5872 SpEd Fees	72,628	73,163	535	
5875 StaffRecruiting	-	-	-	
5884 Substitutes	125,059	60,000	(65,059)	
5890 OthSvcsNon-Inst	286,301	6,000	(280,301)	Reflects no Prop 39 in 2019-20
5900 Communications	2,626	3,000	374	
5920 TelecomInternet	(21,000)	45,000	66,000	
5930 PostageDelivery	12,360	8,000	(4,360)	
5940 Technology	71,528	34,892	(36,636)	
5990 PY Services	-	-	-	
SUBTOTAL - Services & Operations	**2,232,703**	**1,958,769**	**(273,934)**	
Capital Outlay & Depreciation				
6100 Site Imp (Pre-Capitalization)	-	-	-	
6400 EquipFixed	42,000	-	(42,000)	Reduced pre-cap equipment
6900 Depreciation	87,817	85,000	(2,817)	
SUBTOTAL - Cap Outlay & Dep.	**129,817**	**85,000**	**(44,817)**	

2019-20 Budget			
MSA 8	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	-	-	-	
TOTAL EXPENDITURES	**5,548,234**	**5,791,779**	**243,546**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-8

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	2,410,838	2,105,378	1,884,889	1,938,754	2,034,266	1,972,767	1,996,699	2,122,621	2,128,229	2,218,345	2,411,455	2,403,619	2,422,738	
Revenue														
LCFF Entitlement	148,547	214,766	399,822	512,688	355,677	355,677	512,688	402,919	464,323	590,422	389,475	389,475	275,794	5,012,273
Federal Revenue	-	-	48,115	-	-	58,477	30,410	30,410	30,410	30,410	30,410	30,410	44,781	333,831
Other State Revenues	22,599	22,599	63,783	40,679	40,679	67,634	40,679	30,134	53,237	30,134	30,134	57,088	-	499,379
Other Local Revenues	417	417	417	417	417	417	417	417	417	417	417	417	-	5,000
Total Revenue	171,564	237,782	512,136	553,784	396,772	482,204	584,193	463,879	548,387	651,382	450,435	477,390	320,575	5,850,484
Expenses														
Certificated Salaries	162,356	162,356	162,356	162,356	162,356	162,356	162,356	162,356	162,356	162,356	162,356	162,356	81,178	2,029,445
Classified Salaries	43,679	43,679	43,679	43,679	43,679	43,679	43,679	43,679	43,679	43,679	43,679	43,679	21,839	545,984
Benefits	71,114	71,114	71,114	71,114	71,114	71,114	71,114	71,114	71,114	71,114	71,114	71,114	35,557	888,921
Books and Supplies	22,693	22,693	22,693	22,693	22,693	22,693	22,693	22,693	22,693	22,693	22,693	22,693	11,346	283,659
Services and Operations	156,702	156,702	156,702	156,702	156,702	156,702	156,702	156,702	156,702	156,702	156,702	156,702	78,351	1,958,769
Depreciation / Cap Outlay	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	3,400	85,000
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	463,342	463,342	463,342	463,342	463,342	463,342	463,342	463,342	463,342	463,342	463,342	463,342	231,671	5,791,779
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	250,623													250,623
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)														-
Expenses - Prior Year Accruals	(269,375)													(269,375)
Accounts Payable - Current Year														-
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	5,071		60,852
Loans Payable (Current)		-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)		-	-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	(13,681)	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071		42,100
Total Change in Cash	(305,460)	(220,489)	53,865	95,512	(61,499)	23,932	125,922	5,607	90,116	193,110	(7,836)	19,119		100,804
ENDING CASH	2,105,378	1,884,889	1,938,754	2,034,266	1,972,767	1,996,699	2,122,621	2,128,229	2,218,345	2,411,455	2,403,619	2,422,738		<<< = 153 days cash
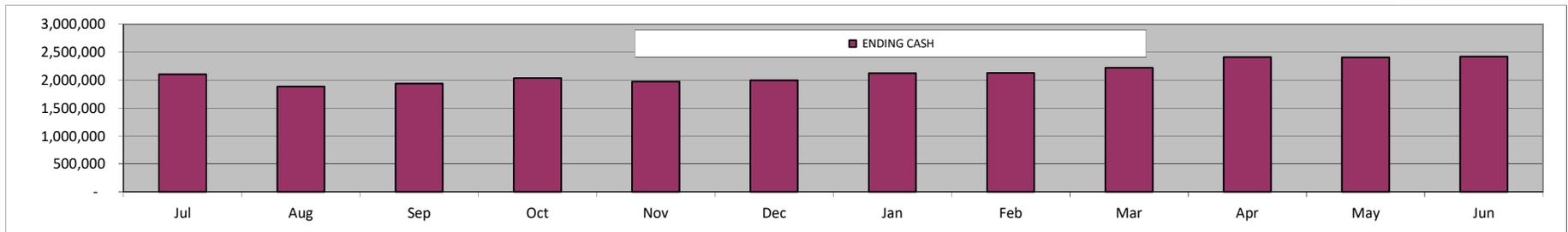
NOTE: Does not include final intercompany loan repayment schedule - will be updated following final intraorganization loan approval

MSA-SA   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $190,312.

This will allow MSA-SA to end this fiscal year with a balance of $7,713,821, which is 90.8% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is ($1,936,955), which represents -83 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $392,354 higher than in the prior year, due to average daily attendance (ADA) increasing by 5.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at ($4,177) lower than in the prior year, due to 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 ($332,306) lower than in the prior year, 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 $32,366 higher than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are ($454,849) lower than in the prior year, 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 $7,340 higher than in the prior year.

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 $427,273 higher than in the prior year, due primarily to ending the one-time 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 ($60,627) lower than in the prior year, reflecting updated depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA SA	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
Projected Average Daily Attendance:	643	648	5	
SUMMARY				
Revenue				
LCFF Entitlement	6,951,482	7,343,836	392,354	Growth in ADA & LCFF funding
Federal Revenue	427,701	423,524	(4,177)	
Other State Revenues	1,060,252	727,946	(332,306)	No one-time (as of May Revise)
Other Local Revenues	154,278	186,644	32,366	SPED Concentration Grant
Total Revenue	**8,593,713**	**8,681,950**	**88,237**	
Expenditures				
Certificated Salaries	3,099,081	2,679,902	(419,179)	ADA growth + targeted adjustments
Classified Salaries	773,092	865,101	92,009	ADA growth + targeted adjustments
Benefits	1,414,118	1,286,438	(127,680)	Increasing to match staff costs
Books and Supplies	293,164	300,504	7,340	No one-time state funds
Services and Operating Exp.	1,720,776	2,148,048	427,273	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	677,067	630,000	(47,067)	Reduction in Cap Improvements
Other Outflows	595,203	581,644	(13,559)	
Total Expenditures	**8,572,501**	**8,491,638**	**(80,863)**	
Net Revenues	**21,212**	**190,312**	**169,100**	
Fund Balance				
Beginning Balance	7,502,296	7,523,508		
Net Revenues	21,212	190,312		
Ending Fund Balance	**7,523,508**	**7,713,821**		
Components of Fund Balance				
Available For Econ. Uncert.	411,726	1,249,390	14.7% of Exp.	
Restricted Balances	171,237	123,886	1.5% of Exp.	
Net Fixed Assets	6,940,545	6,340,545	74.7% of Exp.	
Ending Fund Balance	**7,523,508**	**7,713,821**	**90.8% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

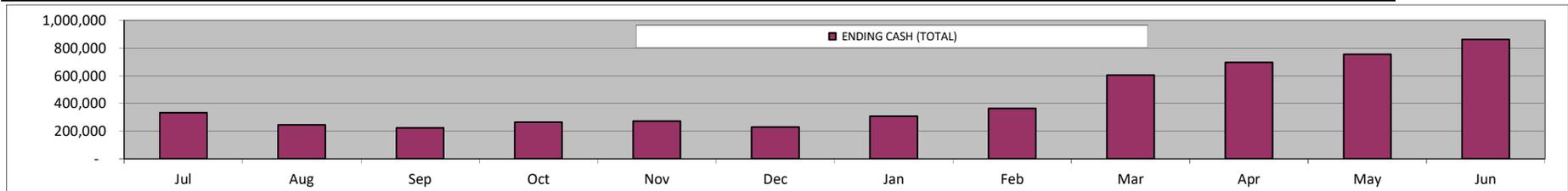| **2019-20 Budget**				
MSA SA	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	5,065,922	5,333,040	267,118	ADA growth + LCFF funding increase
8012 EPA Entitlement	128,694	129,600	906	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	1,756,866	1,881,196	124,330	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**6,951,482**	**7,343,836**	**392,354**	
Federal Revenue				
8181 SpEd - Revenue	92,000	92,000	-	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	335,701	331,524	(4,177)	
SUBTOTAL - Federal Revenue	**427,701**	**423,524**	**(4,177)**	
Other State Revenue				
8311 SpEd Revenue	386,364	390,756	4,392	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	143,669	16,234	(127,435)	No one-time funding
8560 StateLotteryRev	143,591	154,969	11,378	
8590 AllOthStateRev	386,628	165,987	(220,641)	No one-time funding
SUBTOTAL - Other State Revenue	**1,060,252**	**727,946**	**(332,306)**	
Local Revenue				
8600 Other Local Revenue	36,311	20,000	(16,311)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	4,376	4,723	347	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	53,591	161,921	108,330	SPED Concentration Grant
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	-	-	-	

	2019-20 Budget			
MSA SA	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
8791 SpEd Revenue (Local)	-	-	-	
8802 Private Donations/Grants	-	-	-	
8803 Fundraising	60,000	-	(60,000)	Not included until awarded
8999 Revenues-Susp	-	-	-	
SUBTOTAL - Local Revenue	**154,278**	**186,644**	**32,366**	
TOTAL REVENUE	**8,593,713**	**8,681,950**	**88,237**	
EXPENDITURES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	2,467,091	2,206,307	(260,784)	ADA Growth + step/column
1300 Cert Adminis	631,989	473,595	(158,394)	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**3,099,081**	**2,679,902**	**(419,179)**	
Classified Salaries				
2100 Instructional Aides	-	355,074	355,074	Split out from 2900
2200 Classified Support	-	265,556	265,556	Split out from 2900
2400 Clerical & Tech	268,440	244,472	(23,969)	Targeted adjustments
2900 OtherClassStaff	504,652	-	(504,652)	Moving to 2100/2200
SUBTOTAL - Classified Salaries	**773,092**	**865,101**	**92,009**	
Employee Benefits				
3101 STRS	507,060	457,237	(49,822)	Corresponds to higher staff costs
3202 PERS	114,423	162,020	47,597	Corresponds to higher staff costs
3301 OASDI/Med	118,635	68,181	(50,454)	Corresponds to higher staff costs
3401 HlthWelfare	610,494	560,000	(50,494)	Reduced from 2018-19
3501 UnemployIns	2,502	2,000	(502)	
3601 WorkersCmp	40,347	35,000	(5,347)	Reduced from 2018-19
3701 Other Retirement	-	-	-	
3901 OthBenes	20,658	2,000	(18,658)	
SUBTOTAL - Employee Benefits	**1,414,118**	**1,286,438**	**(127,680)**	
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	28,324	37,000	8,676	
4200 BooksOthRefMats	5,311	11,000	5,689	
4310 Ins Mats & Sups	77,021	42,000	(35,021)	No one-time funding
4315 OthrSupplies	-	-	-	
4320 Office Supplies	13,664	17,000	3,336	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	2,311	7,500	5,189	
4335 PE Supplies	35,000	15,000	(20,000)	
4340 Educat Software	61,365	63,254	1,889	
4345 NonInstStdntSup	5,000	15,000	10,000	
4346 TeacherSupplies	10,621	15,000	4,379	

	2019-20 Budget			
MSA SA	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
4350 Cust. Supplies	21,343	25,000	3,657	
4351 Yearbook	-	-	-	
4390 Uniforms	-	-	-	
4400 NonCapEquip-Gen	5,000	27,000	22,000	
4410 ClssrmFrnEqp<5k	-	-	-	
4430 OffceFurnEqp<5k	4,148	2,750	(1,398)	
4440 Computers <$5k	2,655	15,000	12,345	
4460 Fixed Asset Suspense	17,000	-	(17,000)	
4710 Food	-	-	-	
4720 Food:Other Food	4,400	8,000	3,600	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**293,164**	**300,504**	**7,340**	
Services & Other Operating Expenses				
5101 CMO Fees	404,170	973,666	569,496	Restores SA CMO Fee
5205 Conference Fees	-	-	-	
5210 MilesParkTolls	10,500	6,000	(4,500)	
5215 TravConferences	-	5,000	5,000	
5220 TraLodging	5,000	5,000	-	
5300 DuesMemberships	36,118	20,000	(16,118)	
5450 Other Insurance	40,000	40,000	-	
5500 OpsHousekeeping	40,000	45,000	5,000	
5510 Gas & Electric	120,000	120,000	-	
5610 Rent & Leases	-	-	-	
5620 EquipmentLeases	50,286	31,000	(19,286)	
5630 Reps&MaintBldng	50,000	60,000	10,000	
5800 ProfessServices	52,950	58,000	5,050	
5810 Legal	235,664	15,000	(220,664)	As per site-level discussion
5811 Property Tax	3,393	-	(3,393)	
5813 SchPrgAftSchool	5,500	5,000	(500)	
5814 SchPrgAcadComps	11,000	20,000	9,000	
5819 SchlProgs-Other	19,271	25,000	5,729	
5820 Audit & CPA	11,684	13,000	1,316	
5825 DMSBusinessSvcs	-	-	-	
5835 Field Trips	2,636	60,000	57,365	
5836 FieldTrip Trans	28,355	-	(28,355)	
5840 MarkngStdtRecrt	20,115	45,000	24,885	
5850 Oversight Fees	79,550	78,612	(938)	
5857 Payroll Fees	36,150	30,000	(6,150)	
5860 Service Fees	2,932	-	(2,932)	
5861 Prior Year Services	-	-	-	
5863 Prof Developmnt	19,044	13,000	(6,044)	

2019-20 Budget				
MSA SA	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
5864 Prof Dev-Other	73,803	50,000	(23,803)	
5869 SpEd Ctrct Inst	242,435	236,000	(6,435)	
5872 SpEd Fees	19,709	19,310	(398)	
5875 StaffRecruiting	-	-	-	
5884 Substitutes	77,091	92,000	14,909	
5890 OthSvcsNon-Inst	3,000	-	(3,000)	Reflects no Prop 39 in 2019-20
5900 Communications	1,725	-	(1,725)	
5920 TelecomInternet	3,090	28,000	24,910	
5930 PostageDelivery	10,606	10,000	(606)	
5940 Technology	5,000	44,460	39,460	
5990 PY Services	-	-	-	
SUBTOTAL - Services & Operations	**1,720,776**	**2,148,048**	**427,273**	
Capital Outlay & Depreciation				
6100 Site Imp (Pre-Capitalization)	-	-	-	
6400 EquipFixed	80,000	30,000	(50,000)	Reduced pre-cap equipment
6900 Depreciation	597,067	600,000	2,933	
SUBTOTAL - Cap Outlay & Dep.	**677,067**	**630,000**	**(47,067)**	
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	595,203	581,644	(13,559)	
SUBTOTAL - Other Outflows	**595,203**	**581,644**	**(13,559)**	
TOTAL EXPENDITURES	**8,572,501**	**8,491,638**	**(80,863)**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-SA

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,206,914	331,316	244,468	223,128	263,222	271,143	228,527	306,471	362,415	603,957	695,681	754,778	860,734	
Revenue														
LCFF Entitlement	253,296	358,708	666,757	628,656	596,482	596,482	628,656	649,906	796,761	685,685	653,059	653,059	176,329	7,343,836
Federal Revenue	-	-	66,305	-	-	76,527	37,849	37,849	37,849	37,849	37,849	37,849	53,597	423,524
Other State Revenues	38,650	38,650	108,312	69,569	69,569	116,429	69,569	26,319	65,062	26,319	26,319	73,179	-	727,946
Other Local Revenues	15,554	15,554	15,554	15,554	15,554	15,554	15,554	15,554	15,554	15,554	15,554	15,554	-	186,644
Total Revenue	307,499	412,911	856,927	713,779	681,605	804,992	751,628	729,628	915,226	765,408	732,781	779,641	229,926	8,681,950
Expenses														
Certificated Salaries	214,392	214,392	214,392	214,392	214,392	214,392	214,392	214,392	214,392	214,392	214,392	214,392	107,196	2,679,902
Classified Salaries	69,208	69,208	69,208	69,208	69,208	69,208	69,208	69,208	69,208	69,208	69,208	69,208	34,604	865,101
Benefits	102,915	102,915	102,915	102,915	102,915	102,915	102,915	102,915	102,915	102,915	102,915	102,915	51,458	1,286,438
Books and Supplies	24,040	24,040	24,040	24,040	24,040	24,040	24,040	24,040	24,040	24,040	24,040	24,040	12,020	300,504
Services and Operations	171,844	171,844	171,844	171,844	171,844	171,844	171,844	171,844	171,844	171,844	171,844	171,844	85,922	2,148,048
Depreciation / Cap Outlay	50,400	50,400	50,400	50,400	50,400	50,400	50,400	50,400	50,400	50,400	50,400	50,400	25,200	630,000
Other Outflows	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	46,532	23,266	581,644
Total Expenses	679,331	679,331	679,331	679,331	679,331	679,331	679,331	679,331	679,331	679,331	679,331	679,331	339,666	8,491,638
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	338,805													338,805
Accounts Receivable - Bond Project														-
Other Assets/Accrual Adj														-
Fixed Assets														-
Due To (From)														-
Expenses - Prior Year Accruals	(112,504)													(112,504)
Accounts Payable - Current Year	204,583	173,924	(204,583)			(173,924)								-
Summer Holdback for Teachers	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647		67,764
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	436,531	179,571	(198,936)	5,647	5,647	(168,277)	5,647	5,647	5,647	5,647	5,647	5,647		294,065
Total Change in Cash	64,699	(86,849)	(21,340)	40,095	7,921	(42,616)	77,944	55,944	241,542	91,724	59,097	105,957		484,377

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
ENDING CASH (TOTAL)	331,316	244,468	223,128	263,222	271,143	228,527	306,471	362,415	603,957	695,681	754,778	860,734	<<< = 37 days cash	

NOTE: Does not include final intercompany loan repayment schedule - will be updated following final intraorganization loan approval

MSA-SD Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $43,906.

This will allow MSA-SD to end this fiscal year with a balance of $352,926, which is 8.1% 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 ($508,304), which represents -43 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.

REVENUE CHANGES FROM PRIOR YEAR

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $588,403 higher than in the prior year, due to average daily attendance (ADA) increasing by 57.

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 ($1,291) lower than in the prior year, due to 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 ($214,334) lower than in the prior year, 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 ($47,281) lower than in the prior year, reflecting updated projections of fundraising and other local revenue.

EXPENDITURE CHANGES FROM PRIOR YEAR

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are ($108,391) lower than in the prior year, 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 ($37,811) lower than in the prior year.

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 ($379,401) lower than in the prior year, due primarily to ending the one-time 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 ($36,871) lower than in the prior year, reflecting stable depreciation and capital outlay projections.

2019-20 Budget				
MSA SD	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:	390	447	57	
SUMMARY				
Revenue				
LCFF Entitlement	3,171,560	3,759,963	588,403	Growth in ADA & LCFF funding
Federal Revenue	110,987	109,696	(1,291)	No CSFIG assumed in 19-20
Other State Revenues	626,463	412,129	(214,334)	No one-time (as of May Revise)
Other Local Revenues	144,662	97,381	(47,281)	SPED Concentration Grant
Total Revenue	**4,053,672**	**4,379,170**	**325,498**	
Expenditures				
Certificated Salaries	1,559,448	1,514,978	(44,470)	ADA growth + step/column
Classified Salaries	398,672	361,638	(37,033)	ADA growth + targeted adjustments
Benefits	723,079	696,191	(26,888)	Increasing to match staff costs
Books and Supplies	119,388	81,577	(37,811)	No one-time state funds
Services and Operating Exp.	1,993,280	1,613,880	(379,401)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	103,871	67,000	(36,871)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**4,897,738**	**4,335,264**	**(562,474)**	
Net Revenues	**(844,066)**	**43,906**	**887,972**	
Fund Balance				
Beginning Balance	1,153,086	309,020		
Net Revenues	(844,066)	43,906		
Ending Fund Balance	**309,020**	**352,926**		
Components of Fund Balance				
Available For Econ. Uncert.	21,701	112,720	2.6% of Exp.	
Restricted Balances	7,645	5,531	0.1% of Exp.	
Net Fixed Assets	279,674	234,674	5.4% of Exp.	
Ending Fund Balance	**309,020**	**352,926**	**8.1% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA SD	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	833,677	924,092	90,415	ADA growth + LCFF funding increase
8012 EPA Entitlement	78,074	89,410	11,336	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	2,259,809	2,746,461	486,652	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**3,171,560**	**3,759,963**	**588,403**	
Federal Revenue				
8181 SpEd - Revenue	50,500	54,353	3,853	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	60,487	55,343	(5,144)	
SUBTOTAL - Federal Revenue	**110,987**	**109,696**	**(1,291)**	
Other State Revenue				
8311 SpEd Revenue	240,900	265,700	24,800	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	77,741	39,900	(37,841)	No one-time funding
8560 StateLotteryRev	89,530	106,529	16,999	
8590 AllOthStateRev	218,292	-	(218,292)	No one-time funding
SUBTOTAL - Other State Revenue	**626,463**	**412,129**	**(214,334)**	
Local Revenue				
8600 Other Local Revenue	29,392	20,000	(9,392)	Reduced to Summer Program only
8634 StudentLunchFee	-	-	-	
8650 Leases &Rentals	2,500	-	(2,500)	
8660 Interest	5,000	5,381	381	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	107,770	72,000	(35,770)	SPED Concentration Grant
8701 CMO Fee - MSA-1	-	-	-	
8702 CMO Fee - MSA-2	-	-	-	
8703 CMO Fee - MSA-3	-	-	-	
8704 CMO Fee - MSA-4	-	-	-	

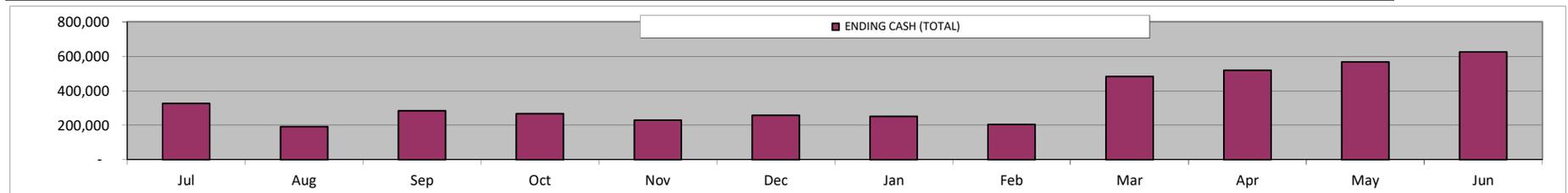|		2019-20 Budget			
MSA SD		**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
8705	CMO Fee - MSA-5	-	-	-	
8706	CMO Fee - MSA-6	-	-	-	
8707	CMO Fee - MSA-7	-	-	-	
8708	CMO Fee - MSA-8	-	-	-	
8709	CMO Fee - MSA-SA	-	-	-	
8712	CMO Fee - MSA-SD	-	-	-	
8791	SpEd Revenue (Local)	-	-	-	
8802	Private Donations/Grants	-	-	-	
8803	Fundraising	-	-	-	
8999	Revenues-Susp	-	-	-	
	SUBTOTAL - Local Revenue	**144,662**	**97,381**	**(47,281)**	
TOTAL REVENUE		**4,053,672**	**4,379,170**	**325,498**	
EXPENDITURES DETAIL					
Certificated Salaries					
1100	TeacherSalaries	1,137,941	1,142,508	4,568	ADA Growth + step/column
1300	Cert Adminis	421,507	372,470	(49,037)	ADA Growth + step/column
	SUBTOTAL - Certificated Salaries	**1,559,448**	**1,514,978**	**(44,470)**	
Classified Salaries					
2100	Instructional Aides	-	153,695	153,695	Split out from 2900
2200	Classified Support	-	40,052	40,052	Split out from 2900
2400	Clerical & Tech	160,228	167,892	7,663	Targeted adjustments
2900	OtherClassStaff	238,443	-	(238,443)	Moving to 2100/2200
	SUBTOTAL - Classified Salaries	**398,672**	**361,638**	**(37,033)**	
Employee Benefits					
3101	STRS	254,538	280,423	25,886	Corresponds to higher staff costs
3202	PERS	36,329	55,268	18,939	Corresponds to higher staff costs
3301	OASDI/Med	52,419	41,000	(11,419)	Corresponds to higher staff costs
3401	HlthWelfare	356,960	300,000	(56,960)	Reduced from 2018-19
3501	UnemployIns	1,141	2,000	859	
3601	WorkersCmp	21,428	16,000	(5,428)	Reduced from 2018-19
3701	Other Retirement	-	-	-	
3901	OthBenes	264	1,500	1,236	
	SUBTOTAL - Employee Benefits	**723,079**	**696,191**	**(26,888)**	

MSA SD	2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
2019-20 Budget				
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	5,150	5,000	(150)	
4200 BooksOthRefMats	2,150	5,000	2,850	
4310 Ins Mats & Sups	52,421	10,000	(42,421)	No one-time funding
4315 OthrSupplies	-	-	-	
4320 Office Supplies	12,270	7,000	(5,270)	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	2,334	2,481	147	
4335 PE Supplies	1,280	2,500	1,220	
4340 Educat Software	14,029	17,731	3,703	
4345 NonInstStdntSup	6,365	6,000	(365)	
4346 TeacherSupplies	2,500	2,500	-	
4350 Cust. Supplies	6,365	6,365	(0)	
4351 Yearbook	-	-	-	
4390 Uniforms	-	-	-	
4400 NonCapEquip-Gen	-	-	-	
4410 ClssrmFrnEqp<5k	-	-	-	
4430 OffceFurnEqp<5k	3,468	5,000	1,532	
4440 Computers <$5k	2,000	5,000	3,000	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	-	-	-	
4720 Food:Other Food	9,056	7,000	(2,056)	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**119,388**	**81,577**	**(37,811)**	
Services & Other Operating Expenses				
5101 CMO Fees	409,714	415,570	5,856	
5205 Conference Fees	4,790	-	(4,790)	
5210 MilesParkTolls	2,426	5,000	2,574	
5215 TravConferences	-	-	-	
5220 TraLodging	6,210	8,000	1,790	
5300 DuesMemberships	5,729	6,000	271	
5450 Other Insurance	22,550	23,000	450	
5500 OpsHousekeeping	18,650	32,000	13,350	
5510 Gas & Electric	45,000	60,000	15,000	
5610 Rent & Leases	724,784	716,172	(8,612)	

		2018-19 Estimated Actuals	July 1 Budget (Current Forecast)	Change From Prior Year	Notes/Comments
MSA SD					
5620	EquipmentLeases	10,609	12,000	1,391	
5630	Reps&MaintBldng	19,000	33,000	14,000	
5800	ProfessServices	26,584	28,578	1,993	
5810	Legal	15,350	5,000	(10,350)	
5811	Property Tax	-	-	-	
5813	SchPrgAftSchool	79,380	-	(79,380)	
5814	SchPrgAcadComps	2,635	6,000	3,365	
5819	SchlProgs-Other	1,133	-	(1,133)	
5820	Audit & CPA	10,609	8,500	(2,109)	
5825	DMSBusinessSvcs	-	-	-	
5835	Field Trips	48,939	40,000	(8,939)	
5836	FieldTrip Trans	-	-	-	
5840	MarkngStdtRecrt	18,847	10,000	(8,847)	
5850	Oversight Fees	37,247	37,779	532	
5857	Payroll Fees	16,058	10,000	(6,058)	
5860	Service Fees	1,061	1,000	(61)	
5861	Prior Year Services	12,224	-	(12,224)	
5863	Prof Developmnt	12,360	5,000	(7,360)	
5864	Prof Dev-Other	8,725	5,000	(3,725)	
5869	SpEd Ctrct Inst	86,975	52,179	(34,796)	
5872	SpEd Fees	12,006	12,802	796	
5875	StaffRecruiting	-	-	-	
5884	Substitutes	25,000	27,000	2,000	
5890	OthSvcsNon-Inst	244,216	-	(244,216)	Reflects no Prop 39 in 2019-20
5900	Communications	1,225	-	(1,225)	
5920	TelecomInternet	33,838	28,000	(5,838)	
5930	PostageDelivery	5,150	5,000	(150)	
5940	Technology	24,258	21,300	(2,958)	
5990	PY Services	-	-	-	
	SUBTOTAL - Services & Operations	**1,993,280**	**1,613,880**	**(379,401)**	
Capital Outlay & Depreciation					
6100	Site Imp (Pre-Capitalization)	29,224	-	(29,224)	No pre-cap improvements included
6400	EquipFixed	29,000	22,000	(7,000)	Reduced pre-cap equipment
6900	Depreciation	45,647	45,000	(647)	
	SUBTOTAL - Cap Outlay & Dep.	**103,871**	**67,000**	**(36,871)**	

2019-20 Budget				
MSA SD	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299　Encroachment	-	-	-	
7438　InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	-	-	-	
TOTAL EXPENDITURES	**4,897,738**	**4,335,264**	**(562,474)**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MSA-SD

	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	542,007	325,183	191,696	283,214	266,156	229,580	256,694	250,288	203,747	481,645	518,802	566,474	625,027	
Revenue														
LCFF Entitlement	41,684	177,272	346,208	275,334	255,816	255,816	275,334	273,899	571,705	357,596	332,409	332,409	264,482	3,759,963
Federal Revenue	-	-	11,069	-	-	17,108	10,651	10,651	10,651	10,651	10,651	10,651	17,613	109,696
Other State Revenues	22,960	22,960	67,960	41,327	41,327	87,910	41,327	2,629	29,261	2,629	38,331	49,211	(35,702)	412,129
Other Local Revenues	8,115	8,115	8,115	8,115	8,115	8,115	8,115	8,115	8,115	8,115	8,115	8,115	-	97,381
Total Revenue	72,759	208,347	433,351	324,777	305,258	368,948	335,428	295,294	619,732	378,991	389,506	400,387	246,393	4,379,170
Expenses														
Certificated Salaries	121,198	121,198	121,198	121,198	121,198	121,198	121,198	121,198	121,198	121,198	121,198	121,198	60,599	1,514,978
Classified Salaries	28,931	28,931	28,931	28,931	28,931	28,931	28,931	28,931	28,931	28,931	28,931	28,931	14,466	361,638
Benefits	55,695	55,695	55,695	55,695	55,695	55,695	55,695	55,695	55,695	55,695	55,695	55,695	27,848	696,191
Books and Supplies	6,526	6,526	6,526	6,526	6,526	6,526	6,526	6,526	6,526	6,526	6,526	6,526	3,263	81,577
Services and Operations	129,110	129,110	129,110	129,110	129,110	129,110	129,110	129,110	129,110	129,110	129,110	129,110	64,555	1,613,880
Depreciation / Cap Outlay	5,360	5,360	5,360	5,360	5,360	5,360	5,360	5,360	5,360	5,360	5,360	5,360	2,680	67,000
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	346,821	346,821	346,821	346,821	346,821	346,821	346,821	346,821	346,821	346,821	346,821	346,821	173,411	4,335,264
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	197,577													197,577
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)														-
Expenses - Prior Year Accruals	(145,325)													(145,325)
Accounts Payable - Current Year														-
Summer Holdback for Teachers	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987		59,844
Loans Payable (Current)														-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	57,239	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987		112,096
Total Change in Cash	(216,824)	(133,487)	91,517	(17,058)	(36,576)	27,114	(6,406)	(46,540)	277,898	37,157	47,672	58,553		156,002
ENDING CASH (TOTAL)	325,183	191,696	283,214	266,156	229,580	256,694	250,288	203,747	481,645	518,802	566,474	625,027	<<< = 53 days cash	

NOTE: Does not include final intercompany loan repayment schedule - will be updated following final intraorganization loan approval

MERF   Executive Summary

SUMMARY OF RESULTS

This latest 2019-20 July Budget update projects a budget surplus of $60,271.

This will allow MERF to end this fiscal year with a balance of $429,848, which is 7.2% 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 $172,210, which represents 11 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.

REVENUE CHANGES FROM PRIOR YEAR

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 prior year, due to average daily attendance (ADA) decreasing by 0.

SIGNIFICANT CHANGES IN EXPENSES

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $589,095 higher than in the prior year, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at ($11,335) lower than in the prior year, 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 ($534,016) lower than in the prior year, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.

These costs are projected at ($11,515) lower than in the prior year, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA MERF	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Projected Average Daily Attendance:			-	
SUMMARY				
Revenue				
LCFF Entitlement	-	-	-	Growth in ADA & LCFF funding
Federal Revenue	-	-	-	No CSFIG assumed in 19-20
Other State Revenues	-	-	-	No one-time (as of May Revise)
Other Local Revenues	5,491,181	6,008,065	516,884	SPED Concentration Grant
Total Revenue	**5,491,181**	**6,008,065**	**516,884**	
Expenditures				
Certificated Salaries	384,571	751,794	367,223	ADA growth + step/column
Classified Salaries	2,103,974	2,123,332	19,358	ADA growth + targeted adjustments
Benefits	782,961	985,475	202,514	Increasing to match staff costs
Books and Supplies	108,765	97,430	(11,335)	No one-time state funds
Services and Operating Exp.	2,523,779	1,989,763	(534,016)	No Prop 39 + targeted adjustments
Depreciation & Cap Outlay	11,515	-	(11,515)	Reduction in Cap Improvements
Other Outflows	-	-	-	
Total Expenditures	**5,915,565**	**5,947,794**	**32,229**	
Net Revenues	**(424,384)**	**60,271**	**484,655**	
Fund Balance				
Beginning Balance	793,961	369,577		
Net Revenues	(424,384)	60,271		
Ending Fund Balance	**369,577**	**429,848**		
Components of Fund Balance				
Available For Econ. Uncert.	352,959	413,230	6.9% of Exp.	
Restricted Balances	-	-	0.0% of Exp.	
Net Fixed Assets	16,618	16,618	0.3% of Exp.	
Ending Fund Balance	**369,577**	**429,848**	**7.2% of Exp.**	

DMS
DELTA MANAGED SOLUTIONS

2019-20 Budget				
MSA MERF	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
REVENUE DETAIL				
LCFF Entitlement				
8011 State Aid	-	-	-	ADA growth + LCFF funding increase
8012 EPA Entitlement	-	-	-	ADA growth + LCFF funding increase
8019 Prior Year Adjustments	-	-	-	
8096 InLieuPropTaxes	-	-	-	ADA growth + LCFF funding increase
SUBTOTAL - LCFF Entitlement	**-**	**-**	**-**	
Federal Revenue				
8181 SpEd - Revenue	-	-	-	
8220 SchLunchFederal	-	-	-	
8290 All Other Federal Revenue	-	-	-	
SUBTOTAL - Federal Revenue	**-**	**-**	**-**	
Other State Revenue				
8311 SpEd Revenue	-	-	-	
8520 SchoolNutrState	-	-	-	
8550 MandCstReimburs	-	-	-	No one-time funding
8560 StateLotteryRev	-	-	-	
8590 AllOthStateRev	-	-	-	No one-time funding
SUBTOTAL - Other State Revenue	**-**	**-**	**-**	
Local Revenue				
8600 Other Local Revenue	-	-	-	Reduced to Summer Program only
8600 StudentLunchFee	-	-	-	
8650 Leases &Rentals	-	-	-	
8660 Interest	-	-	-	
8698 OthRev-Suspense	-	-	-	
8699 Other Revenue	51,883	-	(51,883)	SPED Concentration Grant
8701 CMO Fee - MSA-1	994,835	973,666	(21,169)	
8702 CMO Fee - MSA-2	898,892	882,385	(16,507)	
8703 CMO Fee - MSA-3	991,104	973,666	(17,438)	
8704 CMO Fee - MSA-4	77,657	73,025	(4,632)	

|	2019-20 Budget			
MSA MERF	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
8705 CMO Fee - MSA-5	103,253	182,562	79,309	
8706 CMO Fee - MSA-6	46,452	73,025	26,573	
8707 CMO Fee - MSA-7	496,785	486,833	(9,952)	
8708 CMO Fee - MSA-8	991,436	973,666	(17,770)	
8709 CMO Fee - MSA-SA	404,170	973,666	569,496	
8712 CMO Fee - MSA-SD	409,714	415,570	5,856	
8791 SpEd Revenue (Local)	-	-	-	
8802 Private Donations/Grants	25,000	-	(25,000)	
8803 Fundraising	-	-	-	
8999 Revenues-Susp	-	-	-	
SUBTOTAL - Local Revenue	**5,491,181**	**6,008,065**	**516,884**	
TOTAL REVENUE	**5,491,181**	**6,008,065**	**516,884**	
EXPENDITURES DETAIL				
Certificated Salaries				
1100 TeacherSalaries	-	-	-	ADA Growth + step/column
1300 Cert Adminis	384,571	751,794	367,223	ADA Growth + step/column
SUBTOTAL - Certificated Salaries	**384,571**	**751,794**	**367,223**	
Classified Salaries				
2100 Instructional Aides	-	-	-	Split out from 2900
2200 Classified Support	-	-	-	Split out from 2900
2400 Clerical & Tech	1,855,062	1,248,040	(607,022)	Targeted adjustments
2900 OtherClassStaff	248,912	875,291	626,379	Moving to 2100/2200
SUBTOTAL - Classified Salaries	**2,103,974**	**2,123,332**	**19,358**	
Employee Benefits				
3101 STRS	94,038	149,034	54,996	Corresponds to higher staff costs
3202 PERS	49,981	173,362	123,381	Corresponds to higher staff costs
3301 OASDI/Med	141,870	216,734	74,864	Corresponds to higher staff costs
3401 HlthWelfare	302,748	405,957	103,209	Reduced from 2018-19
3501 UnemployIns	11,919	1,417	(10,502)	
3601 WorkersCmp	28,088	-	(28,088)	Reduced from 2018-19
3701 Other Retirement	-	-	-	
3901 OthBenes	154,317	38,972	(115,345)	
SUBTOTAL - Employee Benefits	**782,961**	**985,475**	**202,514**	

	2019-20 Budget			
MSA MERF	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Books & Supplies				(Below items adj. per site-level meetings)
4100 Text&CoreCurric	1,051	1,000	(51)	
4200 BooksOthRefMats	-	-	-	
4310 Ins Mats & Sups	5,500	1,000	(4,500)	No one-time funding
4315 OthrSupplies	-	-	-	
4320 Office Supplies	34,400	14,080	(20,320)	
4325 ProfDevMat&Sups	-	-	-	
4326 Arts&MusicSupps	-	-	-	
4335 PE Supplies	-	-	-	
4340 Educat Software	9,000	15,000	6,000	
4345 NonInstStdntSup	-	-	-	
4346 TeacherSupplies	-	-	-	
4350 Cust. Supplies	-	-	-	
4351 Yearbook	-	-	-	
4390 Uniforms	-	-	-	
4400 NonCapEquip-Gen	8,971	5,500	(3,471)	
4410 ClssrmFrnEqp<5k	-	-	-	
4430 OffceFurnEqp<5k	2,000	2,000	-	
4440 Computers <$5k	7,310	9,200	1,890	
4460 Fixed Asset Suspense	-	-	-	
4710 Food	-	-	-	
4720 Food:Other Food	40,533	49,650	9,117	
4990 Prior Year Exp	-	-	-	
4999 Misc Exp-Suspense	-	-	-	
SUBTOTAL - Books and Supplies	**108,765**	**97,430**	**(11,335)**	
Services & Other Operating Expenses				
5101 CMO Fees	-	-	-	
5205 Conference Fees	36,990	25,668	(11,322)	As per site-level discussion
5210 MilesParkTolls	115,000	74,000	(41,000)	As per site-level discussion
5215 TravConferences	-	-	-	
5220 TraLodging	114,650	66,000	(48,650)	As per site-level discussion
5300 DuesMemberships	62,573	33,650	(28,923)	As per site-level discussion
5450 Other Insurance	40,000	35,000	(5,000)	
5500 OpsHousekeeping	15,000	5,000	(10,000)	
5510 Gas & Electric	-	-	-	
5610 Rent & Leases	178,570	177,745	(825)	

	2019-20 Budget			
MSA MERF	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
5620 EquipmentLeases	13,000	5,000	(8,000)	
5630 Reps&MaintBldng	2,500	1,000	(1,500)	
5800 ProfessServices	534,100	409,600	(124,500)	As per site-level discussion
5810 Legal	330,000	170,000	(160,000)	As per site-level discussion
5811 Property Tax	-	-	-	
5813 SchPrgAftSchool	-	-	-	
5814 SchPrgAcadComps	-	-	-	
5819 SchlProgs-Other	-	-	-	
5820 Audit & CPA	70,000	90,000	20,000	
5825 DMSBusinessSvcs	500,000	520,000	20,000	
5835 Field Trips	25,000	-	(25,000)	
5836 FieldTrip Trans	-	-	-	
5840 MarkngStdtRecrt	57,827	53,000	(4,827)	
5850 Oversight Fees	-	-	-	
5857 Payroll Fees	20,000	20,000	-	
5860 Service Fees	19,400	30,000	10,600	
5861 Prior Year Services	-	-	-	
5863 Prof Developmnt	66,525	90,900	24,375	
5864 Prof Dev-Other	38,500	15,500	(23,000)	
5869 SpEd Ctrct Inst	-	-	-	
5872 SpEd Fees	-	-	-	
5875 StaffRecruiting	15,087	15,000	(87)	
5884 Substitutes	-	-	-	
5890 OthSvcsNon-Inst	-	-	-	Reflects no Prop 39 in 2019-20
5900 Communications	32,950	5,000	(27,950)	
5920 TelecomInternet	4,000	4,000	-	
5930 PostageDelivery	11,413	5,500	(5,913)	
5940 Technology	220,694	138,200	(82,494)	As per site-level discussion
5990 PY Services	-	-	-	
SUBTOTAL - Services & Operations	**2,523,779**	**1,989,763**	**(534,016)**	
Capital Outlay & Depreciation				
6100 Site Imp (Pre-Capitalization)	-	-	-	
6400 EquipFixed	11,000	-	(11,000)	Reduced pre-cap equipment
6900 Depreciation	515	-	(515)	
SUBTOTAL - Cap Outlay & Dep.	**11,515**	**-**	**(11,515)**	

2019-20 Budget			
MSA MERF	**2018-19 Estimated Actuals**	**July 1 Budget (Current Forecast)**	**Change From Prior Year**	**Notes/Comments**
Other Outflows				
7299 Encroachment	-	-	-	
7438 InterestExpense	-	-	-	
SUBTOTAL - Other Outflows	-	-	-	
TOTAL EXPENDITURES	**5,915,565**	**5,947,794**	**32,229**	

2019-20 Budget - Monthly Cash Flow (Actuals + Projections)

MERF	Jul BUDGET	Aug BUDGET	Sep BUDGET	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,569,070**	**172,210**	**177,031**	**181,853**	**186,675**	**191,496**	**196,318**	**201,140**	**205,961**	**210,783**	**215,605**	**220,426**	**225,248**	
Revenue														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenues	480,645	480,645	480,645	480,645	480,645	480,645	480,645	480,645	480,645	480,645	480,645	480,645	240,323	6,008,065
Total Revenue	**480,645**	**480,645**	**480,645**	**480,645**	**480,645**	**480,645**	**480,645**	**480,645**	**480,645**	**480,645**	**480,645**	**480,645**	**240,323**	**6,008,065**
Expenses														
Certificated Salaries	60,144	60,144	60,144	60,144	60,144	60,144	60,144	60,144	60,144	60,144	60,144	60,144	30,072	**751,794**
Classified Salaries	169,867	169,867	169,867	169,867	169,867	169,867	169,867	169,867	169,867	169,867	169,867	169,867	84,933	**2,123,332**
Benefits	78,838	78,838	78,838	78,838	78,838	78,838	78,838	78,838	78,838	78,838	78,838	78,838	39,419	**985,475**
Books and Supplies	7,794	7,794	7,794	7,794	7,794	7,794	7,794	7,794	7,794	7,794	7,794	7,794	3,897	**97,430**
Services and Operations	159,181	159,181	159,181	159,181	159,181	159,181	159,181	159,181	159,181	159,181	159,181	159,181	79,591	**1,989,763**
Depreciation / Cap Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	**475,824**	**475,824**	**475,824**	**475,824**	**475,824**	**475,824**	**475,824**	**475,824**	**475,824**	**475,824**	**475,824**	**475,824**	**237,912**	**5,947,794**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	(135,616)													(135,616)
Accounts Receivable - Current Year														-
Other Assets														-
Fixed Assets														-
Due To (From)														-
Expenses - Prior Year Accruals	(1,266,066)													(1,266,066)
Accounts Payable - Current Year	-													-
Summer Holdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	**(1,401,682)**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**(1,401,682)**
Total Change in Cash	**(1,396,860)**	**4,822**	**4,822**	**4,822**	**4,822**	**4,822**	**4,822**	**4,822**	**4,822**	**4,822**	**4,822**	**4,822**		**(1,341,411)**
ENDING CASH	**172,210**	**177,031**	**181,853**	**186,675**	**191,496**	**196,318**	**201,140**	**205,961**	**210,783**	**215,605**	**220,426**	**225,248**	<<< = 14 days cash	
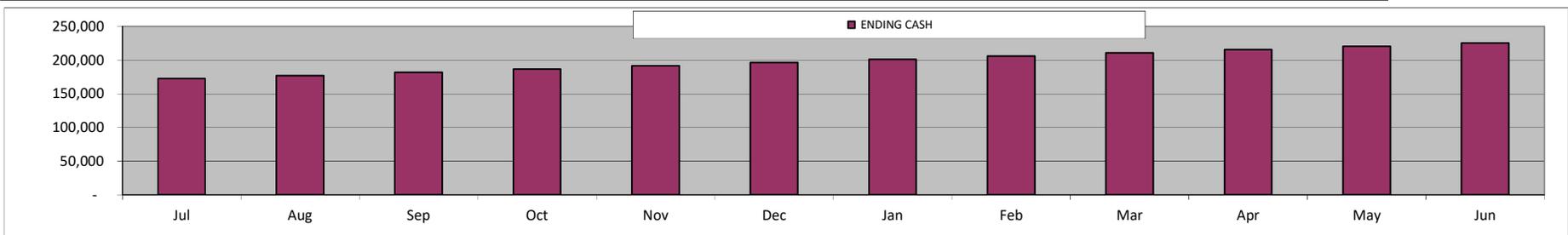
NOTE: Does not include final intercompany loan repayment schedule - will be updated following final intraorganization loan approval

Magnolia Public Schools
Master List of Vendors with Contracts, $25,000 and over
WORKING TAB FOR FY 19-20

Vendor Name	Location	Service Description	Contract Start Date	Contract End Date	Term	Renewal/cancellation	FY19-20 Projected Amount	Notes	File	C-Team
21st Century Staffing LLC	Multiple	Substitute Services	ongoing	n/a	n/a	Board Approved Vendor	300,000	Budgeted at Estimated amounts for FY 19-20 Used by MSA2,3,5,7,SA	No	Suat
AbsenceSoft	MERF	HR Software for Attendance tracking	1/7/2017	6/30/2018	1 Year	Auto Renewal		HR Software for attendance tracking	Yes	Suat
Allied Nationwide Security Services	Multiple	Security Services	07/01/2019	N/a	n/a	Preferred Vendor	25,000		Yes	Suat
American Transportation	Multiple	Transportation Services	07/01/2019	N/a	n/a	Preferred Vendor	25,000		Yes	Suat
Aseltine School	MSA-SD	SELPA Services	07/01/2019	?	?		57,000		No	Erdinc
AssetWorks	MERF	Inventory Management	1/7/2017	06-30-2017	1 Year	Renewal		Asset Tagging and Fixed Assets Inventory Report	Yes	Nanie
Bob Burke & Company	MERF	Independent Contractor	1/7/2017	06/30/2017	1 Year	Renewal	60,000	$5,000 Per Month	No	Ismael
BrainPop	Multiple	Software License	1/7/2017	6/30/2018	1 Year	Renewal	25,000	Animated Educational Site for Kids	Yes	Erdinc
Cali CASp	Multiple	Professional Services Facility Assessment	2/22/2018	6/30/2018	n/a	One Time Vendor		Facilities Assessment Services	Yes	Patrick
California Charter School Association	Multiple	Membership	1/7/2017	6/30/2018	1 Year	Renewal	35,000		Yes	Alfredo
CharterSafe	Multiple	Insurance Services	1/7/2018	06/30/2019	1 Year	Renewal	450,553	WC, E&O, General Liability, Property	No	Nanie
ChildCare Careers LLC dba The Education Team	Multiple	Substitute Services	ongoing	n/a	n/a	Board Approved Vendor	300,000	Budgeted at Estimated amounts for FY 18-19 Used by All Schools	NA	Suat
CoolSIS Technologies Inc.	Multiple	Data software	1/10/2014	06-30-2018	1 Year	Consideration for Read-Only Access	32,256	Quote received for read-only access for 2018-19: $128 per month per site for read-only access; separate for SIS and CoolBIZ. SIS: $15,360 per year ($128 per month x 12 mo x 10 sites) BIZ: $16,896 per year ($128 per month x 12 mo x 11 sites)	No	David
CSUN Mitchell Famly Counseling	MSA2,5,6,7,8	Counseling Services	07/01/2018	06/30/2019	1 Year	Renewal	25,000		Yes	Suat
Data Works	MERF	Consultant	7/7/2017	7/7/2017	N/A	One Time Use		Summer Presenter 2017	NA	Erdinc
Delta Management Services	MERF	Back Office Provider	1/7/2018	6/30/2019	1 Year	Renewal	500,000	Bookkeeping Services	Yes	Nanie
DirectEd Educational Services	Multiple	Substitute Services	ongoing	n/a	n/a	Board Approved	450,000	All Sites	Yes	Suat
DTI is now EpiQ	MERF	Document Technologies for	8/6/2017	8/6/2018	1 Year	Considerations-- We		This contract does not list the not to exceed	Yes	Patrick
EdLogical Group Corp.	Multiple	Special Ed Services	1/7/2017	6/30/2023	5 Years	Auto Renewal	750,000	Estimated amounts based on G/L from	Yes	Erdinc
eLuma Online Therapy Services	Multiple	Special Ed Services					50,000	Estimated amount	Yes	Erdinc
First Lutheran Church of Northridge	MSA-7	Rent	1/7/2017	06/30/2022	5 Years	ongoing	274,284	Rental Facility for MSA-7	No	Patrick
First Lutheran Church of Palms	MSA-6	Rent				ongoing	119,000	REntal Facility for MSA-7	Yes	Patrick
Four Winds	Multiple	Transportation Services	07/01/2019	N/a	n/a	Preferred Vendor	25,000			
Good Sports Plus LTD ARC	Multiple	After School Programs	1/7/2016	6/30/2020	4 Years	MSA 1,MSA 8 will	200,000	Contract agrees with ASES grant amount	Yes	Suat
Illuminate Education: ISI	Multiple	Software Services	1/7/2017	06/30/2021	4 Years	N/A	40,100	$7 per student. Contract based on 3,800	Yes	David
Imagine Etiquette & Image	Multiple	Educational services	1/7/2017	6/30/2018	1 Year	Board Approved	125,000	PER Schools MOU	Yes	Erdinc
Jeanette Reiber	MERF	LACOE Services	7/1/2018	06/30/2019	1 Year	Renewed FY 19-20	25,000	HR Services for LACOE Certification	Yes	Suat
JFk Transportation	MSA-SA	Transportation Services	07/01/2019	n/a	n/a	Ongoing	25,000		Yes	Suat
Kaiser	Multiple	Health and Welfare Benefits	ongoing	n/a	n/a	Auto Renewal	2,775,110		Yes	Nanie
Kajima Development Corporation	MERF	Rent	1/5/2017	1/5/2024	7 years	N/A	156,000	$13k/mo	Yes	Patrick
LA Café	Multiple	LAUSD Food services	ongoing	n/a	n/a		166,733	Valid contract for MSA-8 and MSA-5 FY18-	Yes	Suat
LACOE CalSts/CalPers	Multiple	Contract for LAUSD Charter	1/7/2017	6/30/2018	1 Year	Auto Renewal	1,500.000.00		Yes	Nanie
Larson Communications	MERF	Communications consulting	1/7/2017	06/30/2018	1 year	Renewal	150,000		Yes	Ismael
Los Angeles Coalition (LACEPS)	MERF	Membership	7/1/2018	n/a	1 Year	Renewal	25,000		Yes	Alfredo
Los Angeles Unified School District	MSA4	Facility MOU's	1/7/2017	06/30/2022	5 Years		103,831	Need updated LAUSD FUA and rental	No	Suat
Metlife	Multiple	Health and Welfare Benefits	1/7/2017	6/30/2018	1 Year	Auto Renewal	177,227	Dental Insurance Benefits for FTE	Yes	Suat
Mind Research Institute	Multiple	Software Services for ST	1/7/2017	6/30/2018	1 Year	Renewal		MSA-8 Uses Mind Rearch Resource is Title1	Yes	Erdinc
Mission View Public Schools = Learn	Multiple	Summer Program	1/7/2017	07/28/2017	1 Month	This is a revenue not		MSA4,5 and MSA6 will not have Summer	Yes	Erdinc

Magnolia Public Schools

Master List of Vendors with Contracts, $25,000 and over

WORKING TAB FOR FY 19-20

Vendor Name	Location	Service Description	Contract Start Date	Contract End Date	Term	Renewal/cancellation	FY19-20 Projected Amount	Notes	File	C-Team
Montage Insurance Services	MERF	Health Management Brokers	1/7/2017	6/30/2018	1 Year	Renewal		Commission Based Service no amounts paid	Yes	Suat
MyOn is now Renaissance Learning	Multiple	Educational services	4/27/2017	8/31/2020	3 Years	Auto Renewal	79,164	Literacy Software	Yes	Erdinc
Naviance, Inc	Multiple	Educational services	1/7/2017	1/7/2019	3 Years	Renewal	54,600	MSA1,2,3,4 and PTS Santa Ana	Yes	Erdinc
NWEA	Multiple	MAP Testing License	1/7/2017	6/30/2018	1 Year	Renewal	43,750	MAP Testing	Yes	David
OdysseyWare	Multiple	ELearning Cirriculum	07/01/2019	06/30/2020	?				No	Erdinc
Oracle Investigation Group	MERF	Investigation Services	05/01/2019	06/30/19	n/a				Yes	Patrick
Orange County Department of	MSA-SA	Retirement Report Services	1/7/2018	06/30/18	1 Year	Considerations	25,000		No	Nanie
ParentSquare	Multiple	Parent Communication	Various	Various	n/a	n/a	25,000	Integrative Communication	Yes	Ismael
Paycom	Multiple	Payroll Services	1/12/2015	1/12/2018	3 Years	Auto Renewal	125,000		Yes	Nanie
Project Lead the Way	MSASA	Educational services	1/7/2016	6/30/2018	2 years	Considerations			Yes	Erdinc
Riders Express T&C	Multiple	Bus transportation	1/7/2017	06/30/18	1 Year	Renewal	171,000	Need contract updated for FY 18-19	No	Suat
School Reach	Multiple	Parent Communication	n/a	various	1 year				n/a	Erdinc
SchoolMint	Multiple	Enrollment Partner	1/5/2018	1/5/2022	5 Years	Auto Renewal	31,000	Enrollment and Lottery Services	Yes	Ismael
Schools in Action	Multiple	Food service administration	1/7/2017	06/30/2018	1 Year	Renewal		This vendor is taking over the SFA and will	No	David
Scoot Education	Multiple	Substitue Services	7/1/2019	n/a		Preferred Vendor	300,000			
SDUSD Lease	MSASD	Monthly land lease	1/7/2017	charter term	charter term		240,000		Yes	Patrick
Sub Ready	Multiple	Substitute	ongoing	n/a	n/a	Board Approved	300,000	USed by all Sites	NA	Suat
Teach America	MSA-8	Special Ed Services	1/7/2016	6/30/2018	2 years	Considerations			Yes	Suat
Teachers on Reserve	Multiple	Substitute	ongoing	n/a	n/a	Board Approved	300,000	Used by all Sites	NA	Suat
The Bridge Fellowship	MSA	Facility MOU's	7/1/2018	6/1/2020	2 Years	Renewal	100,000	Facilities Use at Amigo Campus	Yes	Suat
Tumbleweed Transportation	MSA-6	Transportation Services	07/01/2019	n/a	n/a	PReferred Vendor	25,000		Yes	Suat
Ubistor	Multiple	MPS Backup Solutions - IT	1/7/2017	6/30/2018	1 Year	Auto Renewal	28,740	MPS IT Solutions for Backups MSA1-3, SA	Yes	Suat
Urban Futures	MERF	Disclosure Services	1/5/2015	1/5/2018	3 Years	Considerations			Yes	Alfredo
Vavrinek, Trine, Day & Co., LLP	Multiple	Audit services	1/7/2017	06/30/2018	2 years	Renewal	91,925	Estimated Total Fee for MERF $26,500.00	Yes	Nanie
World Private Security	MSA1,2	Security Services	07/01/2019	N/a	n/a	Preferred Vendor	25,000		Yes	Suat
YMCA	MSASD	ASES	1/7/2016	6/30/2017	1 Year	Renewal	88,452	ASES After School Programs	Yes	Alfredo
YPI- Youth Partners Inc	MSA-1 and MSA8	After School Programs	7/1/2018	6/30/2019	1 Year	Consideration	186,000	MSA1 and MSA8	Yes	Suat
Legal Services:										
Jackson & Lewis PC (assigned by Charter Safe)	MSA-3	Legal Services	ongoing	n/a	n/a	n/a			Yes	Patrick
Musick, Peeler & Garrett LLP	Multiple	Legal Services	ongoing	n/a		n/a	50,000		Yes	Alfredo
Snell & Wilmer	MERF	Legal Services	1/1/2018	6/30/2018	1 Year	Renewal		Not to Exceed of 236K remaining balance of 35K	Yes	Patrick
Law Offices of Young, Minney & Corr. LLP	Multiple	Legal Services (Increase of $10 per hour effective June 1,2017)	ongoing	n/a		n/a	25,000		Yes	Alfredo
Gordon Rees (assigned by Chartersafe)	MERF	Legal Services-- CharterSafe	ongoing	n/a	n/a	n/a			Yes	Alfredo

Magnolia Educational Research Foundation
Home Office Expense Allocation and Contigency Reserve for Economic Uncertainties

School Names	2018-19	2019-20 Projected ADA	Increase (Decrease)	Tier Factor	Subtract Factor calculated with different fee structure	Adjusted Tier Factor	Percentage of Redistribution based on ADA
Magnolia Science Academy 1	612	631	18.72	1.60		1.60	17%
Magnolia Science Academy 2	444	440	- 4.32	1.45		1.45	16%
Magnolia Science Academy 3	458	483	24.88	1.60		1.60	17%
Magnolia Science Academy 4	172	159	- 12.64	0.12		0.12	1%
Magnolia Science Academy 5	227	240	13.00	0.30		0.30	3%
Magnolia Science Academy 6	148	154	5.60	0.12		0.12	1%
Magnolia Science Academy 7	280	280	0.32	0.80		0.80	9%
Magnolia Science Academy Bell	472	462	- 10.24	1.60		1.60	17%
MSA- San Diego	461	446	- 14.60	1.45	1.45	-	0%
PTS- Santa Ana	740	648	- 92.00	1.60		1.60	17%
TOTAL	**4,014**	**3,943**	**-71.28**	**10.64**	**1.45**	**9.19**	**100%**

				ADA Tier Rate Table		
Total 2018-19 CMO Fee to allocate	6,008,065			**Average Daily**		**Factor**
Add Reserve:	-	0%		100 students or less	1	0.03
Subtract: Fees based with different CMO fee structure (11%)	415,569.77	SD CMO Fee - capped at 11%		101 to 150 students	101	0.07
Home Office Expense Allocation Base	**5,592,495.23**	(x)		151 to 200 students	151	0.12
				201 to 250 students	201	0.30
				251 to 260 students	251	0.60
				261 to 280 students	261	0.80
				281 to 300 students	281	1.00

School Names	2018-19 Fee	2019-20 Fee	Increase (Decrease)	Allocation %			
Magnolia Science Academy	994,835	973,666	(21,169)	16.21%	301 to 350 students	301	1.15
Magnolia Science Academy 2	898,892	882,385	(16,507)	14.69%	351 to 400 students	351	1.30
Magnolia Science Academy 3	991,104	973,666	(17,438)	16.21%	401 to 450 students	401	1.45
Magnolia Science Academy 4	77,657	73,025	(4,632)	1.22%	451 students and more	451	1.60
Magnolia Science Academy 5	103,253	182,562	79,309	3.04% Cannot exceed 15% of LCFF in accordance with charter		
Magnolia Science Academy 6	46,452	73,025	26,573	1.22%			
Magnolia Science Academy 7	496,785	486,833	(9,952)	8.10%			
Magnolia Science Academy Bell	991,436	973,666	(17,770)	16.21%			
PTS- Santa Ana	997,937	973,666	(24,271)	16.21%			
MSA- San Diego	409,714	415,570	5,856	6.92% Cannot exceed 11% of LCFF in accordance with charter		
Total	**6,008,065**	**6,008,065.00**	**0**	**100.00%**			

QUESTIONS & COMMENTS

Magnolia Educational Research Foundation
Home Office Expense Allocation and Contigency Reserve for Economic Uncertainties

Distribution Calculation							
School Names	2018-19	2019-20 Projected ADA	Increase (Decrease)	Tier Factor	Subtract Factor calculated with different fee structure	Adjusted Tier Factor	Percentage of Redistribution based on ADA
Magnolia Science Academy 1	612	631	18.72	1.60		1.60	17%
Magnolia Science Academy 2	444	440	- 4.32	1.45		1.45	16%
Magnolia Science Academy 3	458	483	24.88	1.60		1.60	17%
Magnolia Science Academy 4	172	159	- 12.64	0.12		0.12	1%
Magnolia Science Academy 5	227	240	13.00	0.30		0.30	3%
Magnolia Science Academy 6	148	154	5.60	0.12		0.12	1%
Magnolia Science Academy 7	280	280	0.32	0.80		0.80	9%
Magnolia Science Academy Bell	472	462	- 10.24	1.60		1.60	17%
MSA- San Diego	461	446	- 14.60	1.45	1.45	-	0%
PTS- Santa Ana	740	648	- 92.00	1.60		1.60	17%
TOTAL	**4,014**	**3,943**	**-71.28**	**10.64**	**1.45**	**9.19**	**100%**

					ADA Tier Rate Table		
Total 2018-19 CMO Fee to allocate		5,556,982			Average Daily		Factor
Add Reserve:		-	0%		100 students or less	1	0.03
Subtract: Fees based with different CMO fee structure (11%)		415,569.77	SD CMO Fee - capped at 11%		101 to 150 students	101	0.07
Home Office Expense Allocation Base		**5,141,412.23**	(x)		151 to 200 students	151	0.12
					201 to 250 students	201	0.30
					251 to 260 students	251	0.60
					261 to 280 students	261	0.80
					281 to 300 students	281	1.00

School Names	2018-19 Fee	2019-20 Fee	Increase (Decrease)	Allocation %			
Magnolia Science Academy	994,835	895,132	(99,703)	16.11%	301 to 350 students	301	1.15
Magnolia Science Academy 2	898,892	811,213	(87,679)	14.60%	351 to 400 students	351	1.30
Magnolia Science Academy 3	991,104	895,132	(95,972)	16.11%	401 to 450 students	401	1.45
Magnolia Science Academy 4	77,657	67,135	(10,522)	1.21%	451 students and more	451	1.60
Magnolia Science Academy 5	103,253	167,837	64,584	3.02%	Cannot exceed 15% of LCFF in accordance with charter		
Magnolia Science Academy 6	46,452	67,135	20,683	1.21%			
Magnolia Science Academy 7	496,785	447,566	(49,219)	8.05%			
Magnolia Science Academy Bell	991,436	895,132	(96,304)	16.11%			
PTS- Santa Ana	997,937	895,132	(102,805)	16.11%			
MSA- San Diego	409,714	415,570	5,856	7.48%	Cannot exceed 11% of LCFF in accordance with charter		
Total	**6,008,065**	**5,556,982.00**	**(451,083)**	**100.00%**			

MSA-SD FY19-20 LCFF Revenue	3,777,907	Per 5/14/19 draft

Cover Sheet

Approval of the Winning Bid for the Human Capital Management System (HCMS)

Section:	III. Action Items
Item:	C. Approval of the Winning Bid for the Human Capital Management
System (HCMS)	
Purpose:	Vote
Submitted by:	
Related Material:	III C HCMS.pdf

Board Agenda Item #	Agenda # III C- Action Item
Date:	06.13.2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Suat Acar, COO
RE:	Human Capital Management Systems (HCMS) RFP winning bid

Proposed Board Motion

I move the board that Paycom be approved to be the Human Capital Management System (HCMS) of MPS for up to 5 fiscal years, unless contract is terminated, starting from July 1st 2019.

Introduction

Magnolia Public Schools (MPS) home office assessed the Human Capital Management System (HCMS) currently implemented organizationally and the requisition process completed during the 2015-2016 school year (Appendix 1). As a result of our assessment and to be compliant with audit requirements we decided to run a new Request for Proposals (RFP) for services beginning July 1, 2019 and ending June 30, 2022 (unless the Board considers to end the term).

Background

MPS Home Office posted an RFP on March 25th 2019 on MPS website for calling vendors to respond through the link provided under RFP page of MPS. At the end of the RFP period 6 companies responded to the RFP:

1. Paycom (Our current HCMS vendor)
2. Ceridian
3. Paylocity
4. ADP
5. Ultipro (Ultimate)
6. OnePoint

MPS Home Office HR department is so glad to receive this many vendors to apply to this RFP. Therefore, we extended some timelines for the items in the RFP. The revised 1 on 1 presentation timeline to ended on May 17. Each meeting was set for at least 2 hours, some lasted for 4+ hours, Presenters went deeply into the database structure of their platforms as well as implementation of all the modules pertaining to Human Resources and Payroll. The Evaluation Committee came together twice to go over the responses on May 28, 2019 and May 29, 2019. The team consisted the COO, Director of HR and HR Administrator. We went over the submitted responses as well as the 1-pager expected cost estimations for MPS to use the vendors' platforms for 1 full fiscal year. We also asked the vendors about their pricing for a possible transitioning from a previous HCMS vendor to their platform.

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

<u>Analysis (If applicable)</u>

1- **1-on-1 Presentations:** Based on the 1-1 presentations, Q&A sessions and the RFP documents the evaluation committee concludes that
   a. The services provided by the companies are almost identical, however the database modelling and the interface visuals of their platforms are slightly different for each vendor.
   b. Each vendor uses different terms for certain tasks, but in the end each platform fulfills the requirements.
   c. It is important to note here that we tried to compare each platform with the platform we are using for the past 4 years. The team members discussed these features' convenience as well as how easy/difficult would the transition be in case of a switch from current platform to another.
   d. User interface comparison analysis: Please see chart 1 below.

2- **Comparison of the bids with respect to online ratings & 1-1 Presentation notes**

The evaluation committee used www.softwareadvice.com website to see the user reviews and ratings along with the notes we took (for Pros and cons) during the 1-1 presentations. The "RATING" column used the online reviews and ratings of the users of this website on 05.29.2019 to evaluate the services and the platform of these vendors. The Evaluation Committee considered these reviews as a more viable option to see where each vendor stands with respect to quality of service and the strength of their platforms.

Each rating is out of 5 and each rating cell has the number of users who reviewed the services of these vendors. As seen in the chart 1 a minimum of 213 users reviewed each vendor up to 3,023 reviews. The committee agreed that these reviewer counts serve as strong sample counts for an effective analysis of quality of services of these vendors.

The following three vendors have the highest user/customer ratings:

Paycom: 4.32 out of 5 per 356 reviews
ADP: 4.30 out of 5 per 3,023 reviews
Ceridian: 4.29 out of 5 per 458 reviews

CHART-1			
RATING (out of 5)	**COMPANY**	**PROS**	**CONS**
4.30 Out of 3,023 reviews	ADP	- In CA support - Compare date with nearby schools - Leave management system - Single sign on - Payroll for different groups - Talent Community - Payroll section - Up to 7 years storage data (historical) - Payroll does Retroactive pay calculation	- User interface not friendly - HR sections look confusing, too complex
4.03 Out of 213 reviews	PAYLOCITY	- Retention %97 - Aligned with other career websites - User interface - Easy to follow - Docs transferred to employee files - Different payroll batches at no additional cost - Real time accruals on the pay stubs	- No job templates - No scheduling - No representative in CA - No 22 pay period in system - Reporting
4.29 Out of 458 reviews	CERIDIAN	- Fountain Valley office - Reports and graphics - Scheduling - Reporting	- Recruitment module unable

4.04 Out of 771 reviews	ULTIMATE	- 97% customer retention - Live streaming - Payroll flexibility and easiness - One username login - Analytics Reporting - Menus customizable - Onboarding process - Program developer onsite	- No onsite support or training - Employee training
4.11 Out of 484	ONEPOINT (KRONOS)	- User interface - Software flexibility - Program developer onsite - One username - Leave Management	- Reporting interface - OnePoint is a subcontractor of Kronos, a much larger corporation. This, in a way, seems to be a pro, however, OnePoint will always be under the influence of the external corporate decisions, which, we felt, would be a risk for MPS.
4.32 Out of 356 reviews	PAYCOM	- User interface - Onboarding - Paycom Learning University - Customer Service - Local representative	- No single sign-on - Scheduling extra cost - Payroll grouping extra cost - No real time time off - No document transfer from recruitment

3- Comparison of the bids with respect to pricing

	CHART 2: Annual Estimates		
	Vendor	The bid annual total	Transitioning Cost
1	**Paycom** (Appendix 2)	**$129,183.36**	**None**
2	ADP (Appendix 3)	$78,751.00	$6,350.00
3	Ceridian (Appendix 4)	$166,042.80	$54,568.75
4	OnePoint (Appendix 5)	$83,117.00	$18,095.00
5	Paylocity (Appendix 6)	$116,628.00	$17,648.13
6	Ultimate (Appendix 7)	$143,220.00	$66,220.00

- The price comparison chart above is prepared with respect to the bids (annual cost estimates) provided by the vendors through email follow ups. The evaluation committee considered the bids for main HR functions. Any dollar amount for additional services are excluded from the bid amounts in the chart. Please see Appendixes 2-3-4-5-6-7.
- We spent some more time on the Paycom annual estimate, as our current vendor. Please see Appendix 2. It has both the 2020 estimate that they sent as well as a Year-to-Date (YTD) expense report for the time frame between January 1, 2019 and May 15, 2019. We wanted to make sure the 2020 estimates that is sent is in accordance with the actual YTD reports. Based on this analysis, the YTD total for year 2019 is $61,598.78. The projected 2019 annual estimate would be approximately twice this amount, around $125,000. Therefore, the evaluation committee concluded that the 2020 estimate of Paycom (i.e. $129,183.36) is reasonable.
- The possible transitioning (1-time) costs of the vendors other than the current vendor we currently use are also added to the last column in the chart 2.
- Please see the transitioning expenses of Ceridian and Ultimate to be the highest similar to their bids. ADP's transitioning bid is more reasonable than OnePoint's bid by approximately $11,000. Paycom has no transitioning cost as they are the current platform that MPS uses.
- Based on the dollar amounts on the Chart 2, the only bids comparable to the dollar amount we would pay to the current vendor is <u>Paylocity</u>**,** <u>ADP & OnePoint</u> bids
- The evaluation team concluded that
  - o the user interface of ADP is too complex and the transitioning would be very labor intensive.
  - o Also the difference between the bids of
    - ▪ OnePoint and Paycom is $46,066.36 less the transitioning costs ($18,095) yields the difference amount as $27,971.36 in favor of OnePoint. (OnePoint annual pricing includes year end fees as well)
    - ▪ Paylocity and Paycom is $12,555.36 less the transitioning cost ($17,648.13) is $5,092.77 in favor of Paycom.

4- Decision

The evaluation committee used a comparative analysis between the current vendor (Paycom) and each vendor with respect to the bid dollar amounts and the review ratings.

Considering

- o Paycom has the highest review rating amongst the user reviews (4.32). The other high rated vendors in reviews are ADP (4.30) and Ceridian (4.29) [see chart 1]
- o lowest bids against Paycom are OnePoint and Paylocity. The differences between the bid dollar amounts of current vendor and other vendors are not that significant (i.e. OnePoint vs Paycom and Paylocity vs Paycom) [see the section 3 for comparisons]
- o the previous transitioning took around 2 years to make the staff, the administrators and the infrastructure ready with all related purchases, set up and training, and the HR team is currently only 2 persons serving 10 sites and home office for close to 400 staff members

the evaluation committee decided to call our Board for action to continue with Paycom, the current vendor, for up to 5 fiscal years starting from July 1st, 2019.

Budget Implications

- Amounts/ Funding Source: Paycom expenses are currently budgeted under each school's and MERF's budget for 2019-20. See below chart 3 showing budgeted amounts for each site in the budgets submitted to the Board for approval during June 13, 2019 MPS Regular Board Meeting. The total budgeted dollar amount, per chart 3, is $190,640. The Paycom annual estimate for MPS is $129,183.36. Therefore, there is enough funds budgeted for this procurement.

CHART 3	
Site	**Budgeted Dollar amounts for 2019-20**
MSA 1	$25,000
MSA 2	$17,000
MSA 3	$25,714
MSA 4	$10,044
MSA 5	$10,038
MSA 6	$10,844
MSA 7	$15,000
MSA 8	$17,000
MSA Santa Ana	$30,000
MSA San Diego	$10,000
MERF	20,000
TOTAL	**$190,640**

- Budget implication was reviewed and approved by the
  MPS CFO on June 4, 2019.

Exhibits (attachments):

Appendix 1: The board report for the winning bid for 2015 HCMS RFP.
Appendix 2: The 1-pager annual expense estimation of Paycom
Appendix 3: The 1-pager annual expense estimation of ADP
Appendix 4: The 1-pager annual expense estimation of Ceridian
Appendix 5: The 1-pager annual expense estimation of OnePoint
Appendix 6: The 1-pager annual expense estimation of Paylocity
Appendix 7: The 1-pager annual expense estimation of Ultipro (Ultimate)

MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	III D
Date:	November 12, 2015
To:	Board of Directors
From:	Terri Boatman, Director of Human Resources
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	Approval of the Paycom Contract

Proposed Board Recommendation

I move that the Board to approve the purchase and use of the Paycom system as an HRIS/Time Reporting System.

Background

Although Coolsis has been modified to store employee information, it does not function as a proper HRIS/Time Reporting System that provides access to accurate information, ease in storing employee data, verifiable and accurate time cards or employee indicative data such as start dates and ending dates of employee, pay changes, or transfers.

In addition we are out of compliance with the following requirements per CA and federal law:

- According to State of CA, every employer shall keep accurate information with respect to each employee including the following:

(1) Full name, home address, occupation and social security number.

(2) Birth date, if under 18 years, and designation as a minor.

(3) Time records showing when the employee begins and ends each work period. Meal periods, split shift intervals and total daily hours worked shall also be recorded. Meal periods during which operations cease and authorized rest periods need not be recorded.

(4) Total wages paid each payroll period, including value of board, lodging, or other compensation actually furnished to the employee.

(5) Total hours worked in the payroll period and applicable rates of pay. This information shall be made readily available to the employee upon reasonable request.

(6) When a piece rate or incentive plan is in operation, piece rates or an explanation of the incentive plan formula shall be provided to employees. An accurate production record shall be maintained by the employer.

MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683
P: (714) 892-5066 F: (714) 362-9588

(B) Every employer shall semimonthly or at the time of each payment of wages furnish each employee, either as a detachable part of the check, draft, or voucher paying the employee's wages, or separately, an itemized statement in writing showing: (1) all deductions; (2) the inclusive dates of the period for which the employee is paid; (3) the name of the employee or the employee's social security number; and (4) the name of the employer, provided all deductions made on written orders of the employee may be aggregated and shown as one item.

(C) All required records shall be in the English language and in ink or other indelible form, properly dated, showing month, day and year, and shall be kept on file by the employer for at least three years at the place of employment or at a central location within the State of California. An employee's records shall be available for inspection by the employee upon reasonable request.

(D) Clocks shall be provided in all major work areas or within reasonable distance thereto insofar as practicable.

- **Meal and Rest Periods**

  Our current system does not allow for us to track if hourly employees are taking their required meal periods as required by the CA State Law before the end of the 5th hours. We have no system to pay meal time penalties if this did not occur.

- **Time keeping Policy for CA**:

  We are to provide a system which employees can verify the hours worked. (See attached)

- **Paid Time Off**

  We don't have a system to track accurate PTO usage and accruals.

- **Recruiting**

  No formal system in place to tracking our recruiting efforts. Candidates interviewed and the disposition.

  No application method

- **I-9 and Immigration**

  Current processes allows for errors in the creation of I9's.

  No formal system to purge documents as required by law

  No system to track expiration dates of work authorizations

MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683
P: (714) 892-5066 F: (714) 362-9588

- **Other Compliance Errors**

No easy, accurate method to track expired credentials or TB Tests
No way to ensure a start date occurs after the receipt of fingerprints.

A RFP was placed asking companies to provide quotes and summary of services. Three proposals were returned:

Paycom
PeopleStrategy
Helios

We also examined other systems including Zenefits, and ADP.

We have selected Paycom as it has the full functionality that we need to manage all aspects of the employee cycle from talent acquisitions, onboarding, employee portals, compliance, and time and attendance. Paycom will provide geo-coded/IP specific timeclock capabilities so that we can monitor and track employee time and attendance as well as usage of paid time off.

We feel that Paycom is the best mid-size enterprise system which will support the organization as we grow, ensure compliance and maintain employee records.

Budget Implications

The financial cost of selecting Paycom versus our current payroll company is $42,000 this year, but drops in future years after the implementation upfront costs of $22,500. This is an average annual increase in payroll cost of less than $3,500 and allows us to become completely compliant with all requirements. EdTec will continue to process our payroll checks with no contract change required. Our contract with EdTec did not include HRIS.

Name of Staff Originator:

Oswaldo Diaz, Chief Financial Officer

Attachments

Grid that tracks the components of each system.

HRIS System Comparison

Componet	Paycom Y/N	Paycom Notes	PeopleStrategy Y/N	PeopleStrategy Notes	Helios Y/N	Helios Notes
Applicant Tracking	Yes	Included in pricing	Yes		No	Somewhat available
Integration with payroll system	Yes	Included in pricing	Yes		No	Need a secondary vendor
Performance Management and the ability to create and track evaluations	YES	Included in pricing	No	Available, but not included in price	No	
Timekeeping and attendance tracking	Yes	Included in pricing	Yes		No	
Payroll processing	Yes	Included in pricing	Yes		No	
Onboarding platform which includes e-signature of relevant documents	Yes	Included in pricing	Yes		Yes	Includes new hire document
I9 completion and storage per federal guidelines	Yes	Included in pricing	Yes	Included Everify	No	
Reporting capabilities	Yes	Included in pricing	Yes		Yes	
Applicant tracking and talent acquisition	Yes	Included in pricing	Yes		No	
Job and pay history	Yes	Included in pricing	Yes		Yes	
Tracking of paid time off banks and approvlas	Yes	Included in pricing	Yes		Yes	
Linkage to benefits platform	Yes	Included in pricing	No	Available, but not included in price	No	
Electonic form processing	Yes	Included in pricing	Yes		Yes	
ACA reporting	Yes	Included in pricing	No		No	
Training Management	Yes	Included in pricing	No		No	
Integration /interface with general ledger	Yes	Included in pricing	Yes		No	
Tracking of Credentials	Yes	Included in pricing	Yes		Yes	Credentialials are automatically tracked and the data is uploaded from the CTC site. Reminders are sent.
Tracking of TB testings	Yes	Included in pricing	Yes		Yes	Results are tracked

Pricing	Annual	Initial	Annual	Initial	Annual	Initial
	$97,081.68	$22,500.00	$72,795.00	7,995.00	$19,960.00	$19,960.00

Able to Meet January 1 Implementation	Yes		Yes		Yes	

PAYCOM ANNUAL EXPENSE ESTIMATION FOR MPS 2020						
Client Code	Client Name	Total Base	Total Per Check	Number of Checks	Per Payroll	Yearly Totals
OKC 0Y383	MSA 1	$162.51	$8.67	59	$674.04	$16,176.96
OKC 0Y384	MSA 2	$154.51	$8.54	39	$487.57	$11,701.68
OKC 0Y385	MSA 3	$154.51	$8.54	38	$479.03	$11,496.72
OKC 0Y386	MSA 4	$175.53	$7.29	19	$314.04	$7,536.96
OKC 0Y387	MSA 5	$184.06	$7.29	24	$359.02	$8,616.48
OKC 0Y388	MSA 6	$166.02	$7.29	15	$275.37	$6,608.88
OKC 0Y389	MSA 7	$154.51	$8.54	29	$402.17	$9,652.08
OKC 0Y390	MSA 8	$154.51	$8.54	41	$504.65	$12,111.60
OKC 0Y391	MSA 9	$154.51	$8.54	32	$427.79	$10,266.96
OKC 0Y393	MSA 10	$154.51	$13.46	64	$1,015.95	$24,382.80
OKC 0Y394	MERF	$229.51	$8.54	25	$443.01	$10,632.24

2020 Estimated Total	**$129,183.36**

PAYCOM Year-to-date expense report for January 1st through May 15, 2019						
Client Code	Family Code	Check Date	Number of Checks	Check Processing Tax Service	Total Billing	2019 Total
OKC 0Y385	OKC 0Y382	1/15/2019	41	$504.65	$548.05	**$61,598.78**
OKC 0Y386	OKC 0Y382	1/15/2019	19	$314.04	$344.39	
OKC 0Y387	OKC 0Y382	1/15/2019	24	$359.02	$399.87	
OKC 0Y388	OKC 0Y382	1/15/2019	14	$268.08	$297.43	
OKC 0Y389	OKC 0Y382	1/15/2019	29	$402.17	$433.77	
OKC 0Y383	OKC 0Y382	1/15/2019	59	$674.04	$720.64	
OKC 0Y390	OKC 0Y382	1/15/2019	40	$496.11	$539.86	
OKC 0Y393	OKC 0Y382	1/15/2019	69	$1,083.25	$1,121.60	
OKC 0Y391	OKC 0Y382	1/15/2019	32	$427.79	$459.84	
OKC 0Y394	OKC 0Y382	1/15/2019	27	$460.09	$514.14	
OKC 0Y384	OKC 0Y382	1/15/2019	41	$504.65	$548.80	
OKC 0Y383	OKC 0Y382	1/31/2019	58	$665.37	$1,675.37	
OKC 0Y391	OKC 0Y382	1/31/2019	32	$427.79	$1,113.34	
OKC 0Y384	OKC 0Y382	1/31/2019	40	$496.11	$1,283.96	
OKC 0Y390	OKC 0Y382	1/31/2019	40	$496.11	$1,398.91	
OKC 0Y393	OKC 0Y382	1/31/2019	67	$1,056.33	$2,450.88	
OKC 0Y385	OKC 0Y382	1/31/2019	42	$513.19	$1,367.14	
OKC 0Y387	OKC 0Y382	1/31/2019	24	$359.02	$907.42	
OKC 0Y388	OKC 0Y382	1/31/2019	15	$277.40	$689.35	
OKC 0Y394	OKC 0Y382	1/31/2019	26	$451.55	$1,079.45	
OKC 0Y386	OKC 0Y382	1/31/2019	20	$323.04	$791.59	
OKC 0Y389	OKC 0Y382	1/31/2019	30	$410.71	$1,012.56	
OKC 0Y388	OKC 0Y382	2/15/2019	15	$277.40	$306.90	
OKC 0Y384	OKC 0Y382	2/15/2019	40	$496.11	$540.11	
OKC 0Y393	OKC 0Y382	2/15/2019	67	$1,056.33	$1,094.38	

OKC 0Y390	OKC 0Y382	2/15/2019	41	$504.65	$548.55
OKC 0Y383	OKC 0Y382	2/15/2019	61	$691.38	$738.53
OKC 0Y391	OKC 0Y382	2/15/2019	32	$427.79	$459.84
OKC 0Y389	OKC 0Y382	2/15/2019	30	$410.71	$442.46
OKC 0Y385	OKC 0Y382	2/15/2019	41	$504.65	$548.30
OKC 0Y386	OKC 0Y382	2/15/2019	19	$314.04	$344.39
OKC 0Y387	OKC 0Y382	2/15/2019	24	$359.02	$399.87
OKC 0Y394	OKC 0Y382	2/15/2019	25	$443.01	$486.76
OKC 0Y386	OKC 0Y382	2/28/2019	19	$314.04	$344.39
OKC 0Y387	OKC 0Y382	2/28/2019	25	$368.01	$409.01
OKC 0Y388	OKC 0Y382	2/28/2019	15	$277.40	$306.90
OKC 0Y389	OKC 0Y382	2/28/2019	30	$410.71	$442.46
OKC 0Y394	OKC 0Y382	2/28/2019	25	$443.01	$486.76
OKC 0Y383	OKC 0Y382	2/28/2019	58	$665.37	$712.07
OKC 0Y384	OKC 0Y382	2/28/2019	40	$496.11	$540.11
OKC 0Y390	OKC 0Y382	2/28/2019	42	$513.19	$557.24
OKC 0Y391	OKC 0Y382	2/28/2019	32	$427.79	$459.84
OKC 0Y385	OKC 0Y382	2/28/2019	40	$496.11	$539.61
OKC 0Y393	OKC 0Y382	2/28/2019	63	$1,002.49	$1,039.94
OKC 0Y383	OKC 0Y382	3/15/2019	59	$674.04	$737.89
OKC 0Y384	OKC 0Y382	3/15/2019	39	$487.57	$521.42
OKC 0Y390	OKC 0Y382	3/15/2019	40	$496.11	$540.11
OKC 0Y391	OKC 0Y382	3/15/2019	32	$427.79	$459.84
OKC 0Y393	OKC 0Y382	3/15/2019	65	$1,029.41	$1,067.16
OKC 0Y385	OKC 0Y382	3/15/2019	39	$487.57	$530.92
OKC 0Y387	OKC 0Y382	3/15/2019	25	$368.01	$409.01
OKC 0Y388	OKC 0Y382	3/15/2019	15	$277.40	$306.90
OKC 0Y389	OKC 0Y382	3/15/2019	30	$410.71	$442.46
OKC 0Y394	OKC 0Y382	3/15/2019	25	$443.01	$486.76
OKC 0Y386	OKC 0Y382	3/15/2019	19	$314.04	$344.39
OKC 0Y393	OKC 0Y382	3/29/2019	64	$1,051.77	$1,089.37
OKC 0Y391	OKC 0Y382	3/29/2019	32	$443.42	$475.47
OKC 0Y389	OKC 0Y382	3/29/2019	30	$425.75	$457.50
OKC 0Y390	OKC 0Y382	3/29/2019	42	$532.14	$576.44
OKC 0Y384	OKC 0Y382	3/29/2019	42	$531.80	$566.10
OKC 0Y383	OKC 0Y382	3/29/2019	60	$707.52	$754.52
OKC 0Y394	OKC 0Y382	3/29/2019	26	$468.40	$512.30
OKC 0Y388	OKC 0Y382	3/29/2019	15	$287.83	$317.33
OKC 0Y387	OKC 0Y382	3/29/2019	24	$372.62	$413.47
OKC 0Y386	OKC 0Y382	3/29/2019	19	$325.75	$356.10
OKC 0Y385	OKC 0Y382	3/29/2019	41	$523.29	$566.94
OKC 0Y386	OKC 0Y382	4/15/2019	19	$325.75	$356.10
OKC 0Y387	OKC 0Y382	4/15/2019	24	$372.62	$413.47
OKC 0Y388	OKC 0Y382	4/15/2019	15	$287.83	$317.33
OKC 0Y394	OKC 0Y382	4/15/2019	26	$468.40	$512.30

OKC 0Y385	OKC 0Y382	4/15/2019	41	$523.29	$566.94
OKC 0Y389	OKC 0Y382	4/15/2019	30	$425.75	$457.50
OKC 0Y391	OKC 0Y382	4/15/2019	32	$443.42	$475.47
OKC 0Y393	OKC 0Y382	4/15/2019	65	$1,065.69	$1,103.44
OKC 0Y390	OKC 0Y382	4/15/2019	42	$532.14	$576.44
OKC 0Y384	OKC 0Y382	4/15/2019	41	$522.97	$577.12
OKC 0Y383	OKC 0Y382	4/15/2019	60	$707.52	$754.52
OKC 0Y383	OKC 0Y382	4/30/2019	60	$707.52	$754.52
OKC 0Y384	OKC 0Y382	4/30/2019	39	$505.30	$539.15
OKC 0Y394	OKC 0Y382	4/30/2019	26	$468.40	$512.30
OKC 0Y391	OKC 0Y382	4/30/2019	32	$443.42	$475.47
OKC 0Y385	OKC 0Y382	4/30/2019	41	$523.29	$566.94
OKC 0Y393	OKC 0Y382	4/30/2019	64	$1,051.77	$1,089.37
OKC 0Y387	OKC 0Y382	4/30/2019	24	$372.62	$413.47
OKC 0Y388	OKC 0Y382	4/30/2019	15	$287.83	$317.33
OKC 0Y389	OKC 0Y382	4/30/2019	29	$416.92	$448.52
OKC 0Y390	OKC 0Y382	4/30/2019	43	$540.98	$585.43
OKC 0Y386	OKC 0Y382	4/30/2019	18	$316.45	$346.65
OKC 0Y385	OKC 0Y382	5/15/2019	42	$532.47	$586.27
OKC 0Y387	OKC 0Y382	5/15/2019	24	$372.62	$413.47
OKC 0Y388	OKC 0Y382	5/15/2019	15	$287.83	$317.33
OKC 0Y389	OKC 0Y382	5/15/2019	29	$416.92	$448.52
OKC 0Y394	OKC 0Y382	5/15/2019	26	$468.40	$512.30
OKC 0Y383	OKC 0Y382	5/15/2019	59	$698.55	$745.40
OKC 0Y384	OKC 0Y382	5/15/2019	39	$505.30	$539.15
OKC 0Y386	OKC 0Y382	5/15/2019	19	$325.75	$356.10
OKC 0Y390	OKC 0Y382	5/15/2019	42	$532.14	$576.44
OKC 0Y391	OKC 0Y382	5/15/2019	32	$443.42	$475.47
OKC 0Y393	OKC 0Y382	5/15/2019	64	$1,051.77	$1,089.37

TOTAL **$61,598.78**

ADP WorkforceNow

ADP Workforce Now

Total Estimated Employees on Payroll (Bi-Weekly):   385

ADP Solution	Per Employee Per Processing	Per Employee Per Month	Annual
Payroll	$61.75	$1.46	$16,220.10
* - Full Service Payroll/Tax Processing, GL Interface, Mobile,	Bi-weekly Base Fee	Bi-weekly, Per EE Per Processing	Annual
EE Discount Program, Group Term Life Calculation, Employment Verification			
PTO Accruals, Wage Garnishment Processing, UI Claim Management			
HRIS		$6.01	$27,766.20
* - Full HRIS, Employee/Manager Self-Service, Certifications/Licenses,		Monthly	Annual
Single System of Record, Benefits Administration, Auto Deductions,			
Moblie App, Compliance Library, Org Chart, ACA Dashboards, Onboarding/eI9,			
1094C/1095C Filings, Effective Dating, Dependent Tracking,			
Open Enrollment Tools and Age-Banded Plan Tracking Capabilities,			
Secure Cloud Based Document Storage, Digital Employee Record			
Time & Attendance		$3.25	$15,015.00
* - Time Collection, PTO Accruals Engine, Time Off Requests & Approval Workflow		Monthly	Annual
Scheduling, Rule Based Calc., PTO Mgmt. & Reporting			
ADP DataCloud - Analytics & Enhanced Insights		$1.56	$7,207.20
* - Pre-configured KPI's, access to ADP's live, aggregated and anonymized data sets,		Monthly	
Benchmark against industries, locations, employer size and revenues,			
Predictive analytics, turnover metrics			
Performance & Compensation Mgmt.		$0.98	$4,527.60
* - Custom Performance Review Templates, 360 Degree Peer Review,		Monthly	Annual
Employee Goal Management, Manager Dashboard,			
Performance Award Alignment, Budget and Award Guidelines			
Recruitment & Talent Acquisition		$1.30	$6,006.00
* - Requisition Process & Reporting, Metrics behind Cost & Time to Hire		Monthly	Annual
Post Directly to Job Boards & Social Sites Media (LinkedIn, Indeed, etc.)			
Year-End W2's/1099s (Annual)	$5.22		$2,009.70
	Per Form, End of Year		
Total Estimated Annual Spend with ADP			**$78,751.80**

Implementation	One Time
Payroll	$875.00
HCM/HRIS Solution	$2,750.00
Time and Attendance	$975.00
DataCloud	$250.00
Performance & Compensation Mgmt	$1,000.00
Recruitment and Talent Acquisition	$500.00
Total One Time Fees	**$6,350.00**

Free Implementation Support and Data Conversion

Check History: Up to 7 years: max 5,000 Lives

Pay Rate (or Salary) History: Up to 7 years; max 5,000 Lives

Position (or Job Profile) History: Up to 7 years: max 5,000 Lives

CERIDIAN ANNUAL EXPENSE ESTIMATION FOR MPS

ONE TIME

Module	PEPM	Implementation		# EMPLOYEES	TOTAL PEPM	MONTHS	ANNUAL TOTAL	IMPLEMENTATION
Core-includes self-service & HR	$ 5.00		Will depend on scoping attributes	385	$ 1,925.00	12	$ 23,100.00	
Payroll	$ 6.00			385	$ 2,310.00	12	$ 27,720.00	
Benefits	$ 2.00	$20,000-$40,000	Benefits-includes carrier/401k connections	385	$ 770.00	12	$ 9,240.00	
Time and Attendence	$ 4.00		Time and attendence-includes scheduling	385	$ 1,540.00	12	$ 18,480.00	$ 40,000.00
Employment/Salary verification	$ -	$ -		385	$ -	12	$ -	$ -
Education Package	$ 1.00	$ -		385	$ 385.00	12	$ 4,620.00	$ -
Unemployment compensation	$ 0.44	$ -		385	$ 169.40	12	$ 2,032.80	$ -
language packs	$ 0.50	$ -		385	$ 192.50	12	$ 2,310.00	$ -
Performance Management	$ 2.25	$2,550.00		385	$ 866.25	12	$ 10,395.00	$ 2,550.00
Single Sign On	$ -	$ 281.25		385	$ -	12	$ -	$ 281.25
Recruiting	$ 1.50	$2,550.00	Recruiting-includes integration to job boards/background screening/ I-9 verifcation	385	$ 577.50	12	$ 6,930.00	$ 2,550.00

Dashboards	$ 2.00	$ 562.50	385	$ 770.00	12	$ 9,240.00	$	562.50
Learning Management	$ 4.00	$5,625.00	385	$ 1,540.00	12	$ 18,480.00	$	5,625.00
Learning Coach and Share	$ 1.25	$ -	385	$ 481.25	12	$ 5,775.00	$	-
Compensation Management	$ 1.50	$1,125.00	385	$ 577.50	12	$ 6,930.00	$	1,125.00
Document Mangement	$ 1.50	$1,125.00	385	$ 577.50	12	$ 6,930.00	$	1,125.00
Succession Planning	$ 1.00	$ -	385	$ 385.00	12	$ 4,620.00	$	-
ACA management	$ 1.00		385	$ 385.00	12	$ 4,620.00	$	-
Benefit decision support	$ 1.00	$ 750.00	385	$ 385.00	12	$ 4,620.00	$	750.00

$ **166,042.80** $ **54,568.75**

Miscellaneous Fees	Fee	
Staging	$ 6,291.00	per month in implementation- Impementation takes
W-2s	$ -	included in PEPM
1095s	$ -	included in ACA
Benefit carrier feeds	$ -	inlcuded in Benefits module
401k integration	$ -	inlcuded in Benefits module
Standard GL	$ -	
Custom GL	$ 14,000.00	
Work comp tracking	$ -	

tax credits	$ -	
compliance	$ -	
garnishments	$ -	We track and pay, but partner with WageWork
check printing	$ 0.15	
Direct deposit	$ -	

Clock options	Hardware-Purchase	Maintenance
Dayforce Touch Bio w/ no reader	$ 2,175.00	$ 275.00
Dayforce Touch Bio w/ barcode reader	$ 2,350.00	$ 275.00
Dayforce Touch Bio w/ Mag stripe reader	$ 2,360.00	$ 275.00
Dayforce Touch Bio w/ Proximity reader	$ 2,465.00	$ 275.00
Dayforce Tuff w/ proximity reader	$ 2,600.00	$ 275.00
Dayforce Tuff w/o Proximity reader	$ 2,500.00	$ 250.00
Dayforce mobile- includes geo fencing	$ -	$ -

Quote for Services

#PQ0004884

Magnolia Public Schools	OnePoint Human Capital Management
Suat Acar	**Trey Manganaan**
sacar@magnoliapublicschools.org	trey.manganaan@onehcm.com
Chief Operations Officer	05/31/2019

Company Information

Number of Employees	**385**
Pay Frequency	**Semi-Monthly**
Number of Locations/Offices	**1**
Number of State/Local Tax Reports	**1**

Payroll

	Unit Price			Monthly Price
OnePoint Payroll Per Check Fee (BW/SM/M)	$2.25	20.00 %	$1.80	$1,386.00
OnePoint Payroll Service (BW/SM/M)	$60.00	20.00 %	$48.00	$96.00
			Total	**$1,482.00**
Ancillary Products and/or Services				
SSNVS and New Hire Filing	$3.00			$3.00

HR Enterprise

	Unit Price			Monthly Price
HR				
Compensation Management - PEPM	$0.50	20.00 %	$0.40	$154.00
Leave Management - PEPM	$2.00	20.00 %	$1.60	$616.00
OnePoint HR Enterprise Service - PEPM	$5.00	20.00 %	$4.00	$1,540.00
			Total	**$2,310.00**
Ancillary Products and/or Services				
401K Interface File	$1.00	20.00 %	$0.80	$308.00
HRE - HR Support Center Online + Ask the Pro	$50.00	100.00 %	$0.00	$0.00
Recruitment (Per Live Job Listing) - Minimum	$40.00			$40.00
Recruitment (Per Live Job Listing) - Per Transaction	$20.00			$0.00
			Total	

Time and Labor Management Enterprise

	Unit Price			Monthly Price
Time and Labor				
OnePoint Enterprise Time & Labor Management Service - PEPM	$4.00	20.00 %	$3.20	$1,232.00
			Total	**$1,232.00**

Benefits

	Unit Price			Monthly Price
ACA				
ACA Management - PEPM	$1.00	20.00 %	$0.80	$308.00
Cobra				
COBRA Administration - Base	$50.00	20.00 %	$40.00	$40.00
COBRA Administration - PEPM	$1.25	20.00 %	$1.00	$385.00
EDI Carrier Connectivity				
EDI Carrier Connectivity - PEPM	$2.00	20.00 %	$1.60	$616.00
			Total	**$1,349.00**

One-Time Set-Up Fees

OnePoint Payroll Setup		$18,095.00
	Total	**$18,095.00**

Year-End Fees

Annual Record Retention and Electronic Document Storage	$100.00
Annual W2 Processing Service - Base	$75.00
Annual W2 Processing Service - PEPY	$2,290.75

Total Cost Summary**

	Totals
Total One-time Fees	$18,095.00
Total Monthly Fees	$6,721.00
Total Sales Tax (0.00 %)	$0.00
Year-End Fees	$2,465.75
Total Annualized Fees (Less Year End Fees)	**$80,652.00**

**Plus sales tax if applicable.
**Delivery fees apply for packages at then applicable rates.
***Discounts and promotions are applicable for the first 12 months of service only.

THE ONEPOINT SERVICES COVERED BY THIS AGREEMENT
ARE PROVIDED IN ACCORDANCE WITH THE TERMS
AND CONDITIONS OF THE SOFTWARE AS A SERVICE AGREEMENT
AND PAYROLL SERVICE AGREEMENT, IF APPLICABLE.

Client Authorization
Suat Acar
Magnolia Public Schools
250 E 1st St. Suite 1500, Los Angeles CA 90012
,

OnePoint Human Capital Management
5/31/19
Trey Manganaan - Regional Manager
trey.manganaan@onehcm.com

Notes:

OnePoint
Human Capital Management

866.938.5835 | www.ONEHCM.com
© OnePoint Human Capital Management, LLC, All Rights Reserved. Confidential. Not for distribution or unauthorized circulation.

Powered by BoardOnTrack

1829 of 254

Prepared Exclusively for:
Magnolia Public School

Amanda Nguyen
Sr. Account Executive - Los Angeles, CA
Anguyen@Paylocity.com
626-429-2111

paylocity

Paylocity Quote for Service

May 23, 2019
This quote valid for 30 days

Company Information	
Number of Employees	385
Number of Annual Payroll Processings	24
Number of State / Local Tax Reports	1

One-Time Fees	Qty	Cost Per	Ext. Cost
Full Bundle Pricing - Implementation			$ 17,648.13
History Bundle (per Year)	3		
Web Benefits Implementation *4 EDI/Carrier Connections Included			
Web Time - Time and Labor			
Total			$ 17,648.13

Monthly Fees	Qty	Cost Per			Ext. Cost
Full Bundle Pricing	385	$ 24.75	Base $	190.25	$ 9,719.00
Unlimnited Payroll Processing					
General Ledger Service					
Paylocity Bank Checks					
Check Signing					
Check Sealing					
Direct Deposit					
New Hire Reporting					
Comprehensive Training					
Report Writer (Ad Hoc Reporting)					
Comprehensive Report Library					
Time Off Accruals					
Remote Print Back					
Online Quarterly Reports and W2 Access					
Direct Agency Payments ($2.50 per payment)					
Electronic Child Support Payments ($1.50 per payment)					
Retirement File Transfer - John Hancock Integration					
Tax Filing - Semi-Monthly	1				
Delivery Method - Paperless					
Split Delivery - UPS ($15.00 Per Delivery)					
Enhanced HR Bundle	385				
Full HRIS - Reporting, PTO Mgmt., Mobile, Notifications, Unlimited Doc Storage, etc.					
Self Service for Employees and Managers					
Intranet Portal w/Online Check View					
Performance Management					
Web Onboarding					
Web Recruiting					
Compensation Management					
Compliance Package with ACA	385				
Web Benefits	385				
Web Time - Time and Labor					
Total Per Month					$ 9,719.00

Year-End Fees	Qty	Cost Per			Ext. Cost
Year-End W2/1099	385	$ 6.50	Base $	45.00	$ 2,547.50
Year-End Form 1094/1095C					Included
Quarterly Tax Return - Internet Delivery					Included
Total					$ 2,547.50

Total Cost Summary*			
Total One-Time Fees	**Total One-Time**	$	17,648.13
Year-End Fees	**Total Year-End**	$	2,547.50
Total Yearly Fees (Annualized)	**Total Per Year**	$	116,628.00

*Annualized Fees do not include Payroll Delivery Charges
*Monthly fees based on # of Active Employees
**Plus sales tax if applicable

THE PAYLOCITY SERVICES COVERED BY THIS AGREEMENT
ARE PROVIDED IN ACCORDANCE WITH THE TERMS
AND CONDITIONS OF THIS AGREEMENT

Paylocity Associate	Date
	5/23/2019
Amanda Nguyen	
Sr. Account Executive - Los Angeles, CA	
Anguyen@Paylocity.com	

Client Authorization

Client Name (Print)
Magnolia Public School

Corporate Offices: 1400 American Lane. Schaumburg, IL 60173
ph: 866-304-3800 fax: 847-463-3210   www.paylocity.com

Powered by BoardOnTrack

1

1830 of 2549

PRICING PROPOSAL PREPARED FOR:
MagnoliaPublic School

UltiPro®
by ULTIMATE SOFTWARE

PRICING PROPOSAL PREPARED BY:
Katarina Britton   (310) 926 9285

PROPOSAL BASED ON:
| 385 | Compensated US & Canadian Employees |
| 0 | Globalor HR only Employees (1099's) |

	PEPM	ANNUALIZED	ACTIVATION
HR ONLY/ GLOBAL RECORD KEEPING	$ 4.00	$ -	$ -

✓ Global HR record keeping for all foreign employees
✓ Able to track contractors for visibility and reporting

	PEPM	ANNUALIZED	ACTIVATION
CORE HR/PAYROLL & BENEFITS	$ 18.00	$ 83,160.00	$ 36,575.00

✓ One unified database for all HCM activities	✓ Point-in-time reporting
✓ Real-time payroll processing	✓ Compliance reporting - OSHA, EEO, Vets100, etc.
✓ Printing of live checks	✓ Company intranet and communications portal
✓ Manual and off-cycle checks	✓ Employee/manager self-service
✓ Federal, state and local tax filing	✓ Online pay statements and W-2s
✓ New hire reporting	✓ 146 configurable workflows
✓ Garnishment administration	✓ Document management and storage
✓ Direct deposit: creation/transmission of NACHA file	✓ Automated interfaces to third parties
✓ 300+ standard reports and business intelligence tools	✓ PTO accruals, requests, and approvals
✓ Web-based open enrollment for employees	✓ Messaging to employees during enrollment process
✓ Automated life event management	✓ Attach documents and links to enrollment materials
✓ Online setup/management of open enrollment events	✓ Self-bill and reconciliation reports
✓ ACA Printing & Filing	✓ Business unit customization
✓ Mass update benefit costs	

	PEPM	ANNUALIZED	ACTIVATION
TIME MANAGEMENT	$ 5.00	$ 23,100.00	$ 11,550.00

✓ Eliminate paper time sheets	✓ View accruals and balances
✓ Clock in/out or transfer labor codes	✓ Approve/deny PTO requests
✓ View timesheet details for current/previous periods	✓ View complete attendance history
✓ Enter timesheet data and submit for approval	✓ Access analytics (overtime, in/out, scheduled hours, etc.)
✓ Create schedules	✓ Disciplinary point system

	PEPM	ANNUALIZED	ACTIVATION
TALENT ACQUISITION: RECRUITING & ONBOARDING	$ 4.00	$ 18,480.00	$ 7,700.00

✓ Requisition creation/approval with unlimited workflow	✓ Set up screening questions and rank candidates
✓ Configure multiple internal and external job boards	✓ Manage interviews and offers
✓ Leverage the 'Discover Your Potential' tool to find opportunities that best match their skills	✓ Multiple search capabilities
✓ Allow candidates to instantly share open opportunities with their personal networks via Tw	✓ Request recommendations from references from within UltiPro
✓ Conveniently apply with LinkedIn profile	✓ Leverage real-time reporting and analytics
✓ Create multiple candidate pools to organize applicants by job, experience, qualifications	✓ View key analytics such as time/cost to hire
✓ Personalize a simple and meaningful welcome packages for target employee groups	✓ Establish mentor or coaches
✓ Outline all the required tasks, including due dates with clear visual timeline	✓ Establish individual goals for first 30, 60, 90 days of employment
✓ Add dynamic content and videos to engage new hires	✓ Electronically complete, review and sign documents such as W4, I9, direct deposit
✓ Timeline of activities that should be handled before and after the new hires first day	✓ EEO and veterans reporting
✓ Instantly connect and collaborate with fellow team members	✓ Automate E-Verify®
✓ Proactively assign provisioning tasks to prepare for new hire	✓ Electronically complete, review and sign company policies and procedures

	PEPM	ANNUALIZED	ACTIVATION
EMPLOYEE CASE AND FILE MANAGEMENT	$ 4.00	$ 18,480.00	$ 10,395.00

✓ Digitally produce, access, and secure documents	✓ Create workflows and processes, and quickly adapt them to make any changes
✓ Create dynamic, logic-based documents based on tempates	✓ Automate request escalation and notification
✓ Advanced document generation that will in the required data	✓ View case history and access relevant employee documents with one click
✓ Maintain audit trail hat tracks actions performed on a document	✓ Provide employees wit a user-friendly, comprehensive knowledgebase
✓ Enable employees to securely access documents, sign documents with electronic signatur	✓ Access ongoing performance metrics to make data-driven decisions
✓ Bring employee documents from other systems and protect confidential information	✓ Enhance Employee experience and optimize HR service delivery

	PEPM	ANNUALIZED	ACTIVATION
TOTAL US	$ 31.00	$ 143,220.00	$ 66,220.00

	PEPM	ANNUALIZED	ACTIVATION
COMPENSATION MANAGEMENT	$ 2.00	$ 9,240.00	$ 3,850.00

✓ Automate salary planning process giving you greater insight	✓ Create compensation plans based on job, location. department, etc.
✓ Experience flexibility in establishing reviewer and approver paths	✓ Mass assign plans to employees
✓ Configure merit guidelines based on performance rating or compa ratio in local currenci	✓ Provide employees and managers clear visibility to compensation plans
✓ Quickly post salary changes and one-time payouts with automatic proration based on yc	✓ Easily configure calculation rules
✓ Use visualizations and executive roll-up views for informed decision making	✓ Establish target amounts based on percentage of base pay, flat amounts, or units (e.g., restricted stock units)

	PEPM	ANNUALIZED	ACTIVATION
LEARNING MANAGEMENT - US	$ 5.00	$ 23,100.00	$ 3,850.00

✓ Create branded training academy tailored to your organization	✓ Add third party training content to your academy
✓ Determine role based access, assign materials, courses by location, groups, units	✓ Access dashboards and content 24/7 via any device
✓ Develop new content or convert existing to online courses, files, web content, videos, etc	✓ Self & Peer sharing, collaborating and tracking capabilities
✓ Configure search and tagging options to make content easy to find	✓ Track employee progress with a powerful reporting dashboard

	PEPM	ANNUALIZED	ACTIVATION
PERCEPTION (Surveys, Feedback)	$ 3.00	$ 13,860.00	$ 5,775.00

✓ Easily survey your workforce, gather employee input	✓ Interpret open-ended survey responses to uncover attitudes, tre bn
✓ Leverage analytics to assess the engagement and effectiveness of teams and managers	✓ Receive real-time actionable insights and analysis to improve employee satisfaction
✓ Using advanced natural language processing and machine-learning algorithms	✓ Leverage emotional promoter scores to guide leadership action
✓ Uncover direct feedback but also how employees feel about their work environment	✓ Track employee progress with a powerful reporting dashboard

ACTIVATION INCLUDES	
✓ UltiPro configuration	✓ Data conversion
✓ Build benefit plans, tiers, rates and eligibility rules	✓ Business intelligence orientation
✓ Best practice consultation	✓ Unlimited webcast training
✓ GL and Time Import	✓ Parallel payroll processing
✓ Workflow and approval configuration	✓ Post-activation customer advocacy

*Time clocks quoted separately   * PEPM = Per employee per month   *Historical data Conversion fees based on scope   *$2,000 per interface file

Historical Data Mapping

Data Type to Convert
Employee Status History - up to 7 Years
Job History – up to 7 Years
Review History – up to 7 Years
Recruitment Data Conversion
Check detail history – up to 3 years
Check detail history – 4 to 7 years
Check detail history – 7+ years

UltiPro Time Clock Price List

UltiPro TimeBase – Monthly Subscription price model
Description
UltiPro TimeBase with RFID & WiFi
UltiPro TimeBase with RFID, WiFi & External Badge reader (to read client specific badge type)
UltiPro TimeBase with Biometric, WiFi & RFID
UltiPro TimeBase with Biometric, WiFi, RFID, External Badge reader (to read client specific badge type)
UltiPro TouchBase Core Device (no badge reader)
UltiPro TouchBase with badge reader (any badge type)

UltiPro TimeBase – Outright Purchase price model
Description
UltiPro TimeBase with RFID & WiFi

UltiPro TimeBase with RFID, WiFi & External Badge reader (to read client specific badge type)
UltiPro TimeBase with Biometric, WiFi & RFID
UltiPro TimeBase with Biometric, WiFi, RFID, External Badge reader (to read client specific badge type)

Price
$5,000
$5,000
$5,000
$5,000
$5,000
$10,000
Pricing available upon request

Monthly Subscription Fee (includes maintenance)
$50 per clock per month
$60 per clock per month
$75 per clock per month
$85 per clock per month
$100 per clock per month
$110 per clock per month

Price per unit	**Maintenance Fee per unit (annual)**
$1,195.00	$240.00

$1,445.00	$240.00
$1,695.00	$340.00
$1,945.00	$340.00

Cover Sheet

Approval of Home Office Staff Salary Bands Revision

Section: III. Action Items
Item: D. Approval of Home Office Staff Salary Bands Revision
Purpose: Vote
Submitted by:
Related Material: III D Home Office Salary Bands 2019-20.pdf

MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	III D - Action Item
Date:	06.13.2019
To:	MPS Board of Directors,
From:	Alfredo Rubalcava, CEO
Staff Lead:	Suat Acar, COO
RE:	Home Office Compensation, Salary Bands & Job Titles Revision

Proposed Board Motion

I move that the board approve the revised salary band for Home Office Positions.

Background

Salary range (or salary bands) is the range of pay that has been established to pay the employees performing a particular job or function. Salary range generally has a minimum pay rate, a maximum pay rate, and a series of mid-range opportunities for pay increases. Pay rates and salary ranges are also set up by employers and recognize the level of education, knowledge, skill, and experience needed to perform each job. The salary range demonstrates the interrelationships of the jobs utilized by an employer. The salary range arranges pay increases without promotion at each level.

The salary bands approved by the MPS Board 09.10.2015 was determined by market pay rates, established through market pay studies, for people doing similar work in similar industries in Los Angeles, CA (Please see appendix 5 for 2015 MPS Board approved Band). During the past 4 years this band has been used as basis for defining the ranges we could offer to specific positions, however this band is now mostly outdated. Here are the outdated portions of the current band:

1- The current 2019 home office org chart does not have certain C- Level positions and departments (such as development department) which were planned as part of growth plans back then.
2- Also home office departments now need now positions based on the emerging needs of school sites and the CMO (such as Math Coach and Assistant Director of Student Services positions which were approved within the past 2-3 years).
3- Also we now have an Accountability department which was built based on needs and was not existing in the previous band.
4- Some positions are now too close to their max levels. Therefore, the band will not be covering possible increases to the salaries of these employees.

Analysis (If applicable)

1- This proposed salary band does not intend to change the method used in the previous band (See appendix 5). Therefore, we used the same broadband method (please see appendix 1 for advantages and disadvantages of "broadbanding") methodology, which defines a wide range with a minimum,

maximum and an average.

2- The minimum (MIN in the chart 2) salaries are defined with respect to the federal minimum wage descriptions ($7.25 effective as of July 24, 2009, Appendix 3) as well as the market rates (which were also used to define the existing salaries of current employees with the previous board approved salary band) & current 2018-19 salaries of the home office employees along with school leader salaries. (Please refer to the Appendix 2 for the board report prepared by the home office for 06.28.2016 board meeting to go over Charter Schools Benchmark Metrics)

3- This proposed salary band focuses on 6 main position types as in chart 1. This is the major change we propose to make in the salary bands: The proposed band will not limit the bands to the job titles but to the position types. The Home Office will be more flexible to adapt new job titles depending on emerging needs and be able to make an offer without conflicting with the salary band. Please see sample job titles in chart 1.

4- There are 6 position types (band groups) proposed in this salary band (chart 1), 5 range limits and 4 salary bands for each position type (chart 2 and chart 3).

CHART 1		
Position types (Band Groups) (2019+)	**Band group**	**Job title samples (Home Office can change/add titles as needed)**
CEO	A	CEO, Superintendent
C-Level, Executive Positions	B	COO, CFO, CAO (All Chief titles & Legal Counsel)
Director/Controller Level Positions, Senior Level Positions	C	Director, Controller, Data Manager (Assessment, Academics etc.), Senior Assistant Directors, Senior Financial Analyst
Administrators, Analysts, managers, coordinators, Assistant Directors	D	HR Administrator, HR Specialist, HR Manager, Finance Managers, Coordinator (HR, EL, Math etc.), Assistant Director (Student services, HR etc.), Coaches (Math, Science etc.), Financial Analyst
Clerks/ Assistants	E	Accounting Clerks, Accountant, Account Payable/Receivable, Compliance/payroll Manager, Administrative Assistant (HR-Academic-Accountability-Executive), Communications Outreach Clerks (Parental Engagement Staff, Event Coordinator, Renewal Manager)
Hourly/Office (Appendix 4)	F	Office Assistants, Assistants to departments

Each band group has 5 range limits (chart 2) and 4 bands (chart 3). The minimum limit for the range band number 1 (chart 1) is the minimum salary for that position group. The minimum limit for the next band is 13% more than minimum limit and each of the following band group minimum limits are calculated by the additional 13% increase rate on top of the previous band number. In summary the MAX limit is 52% more than the MIN limit. This helps home office to use this band for a longer time period. Please see this below analysis prepared to show what the salaries would look like in the next 9 years, starting with MIN salaries, with an estimated 5% increase every fiscal year. As seen the MAX limit is reached in 9 years for all bands.

	1	2	3	4	5	6	7	8	9
	1.05	1.05	1.05	1.05	1.05	1.05	1.05	1.05	1.05
135,000	141,750	148,838	156,279	164,093	172,298	180,913	189,959	199,456	209,429
90,000	94,500	99,225	104,186	109,396	114,865	120,609	126,639	132,971	139,620
65,000	68,250	71,663	75,246	79,008	82,958	87,106	91,462	96,035	100,836
50,000	52,500	55,125	57,881	60,775	63,814	67,005	70,355	73,873	77,566

CHART 2	25 Employees	Salary Band Range Limits				
% Change/band: 13%		MIN LIMIT		AVERAGE		MAX LIMIT
Positions Type (2019-20)	Band group & # of Employees	1	2	3	4	5
CEO	A (1)	MPS BOARD OF DIRECTORS' DISCRETION				
C-Level, Executive Positions	B (5)	$135,000.00	$152,550.00	$170,100.00	$187,650.00	$205,200.00
Director/Controller Level Positions, Senior Level Positions	C (7)	$90,000.00	$101,700.00	$113,400.00	$125,100.00	$136,800.00
Administrators, Analysts, managers, coordinators, Assistant Directors	D (6)	$65,000.00	$73,450.00	$81,900.00	$90,350.00	$98,800.00
Clerks/ Assistants	E (6)	$50,000.00	$56,500	$63,000.00	$69,500.00	$76,000.00
Hourly/Office	F (0)	$18.00	$20.34	$22.68	$25.02	$27.36

The bands in chart 3 below are structured with respect to the 5 limit dollar amounts explained in chart 2. The home office has 24 employees plus the CEO. The Chart 3 below provides the distribution of salaries (except the CEO) across the bands (numbers in parenthesis). As seen below 13 of the 24 home office employees currently are in the Band 1 groups, 5 are in Band 2 groups, 6 are in Band 3 groups and there is no Band 4 employee with respect to the 2018-19 employment agreements' annual gross dollar amounts.

CHART 3 Positions Type (2019-20)	24 Employees Band group & # of Employees	BAND GROUPS & CURRENT DISTRIBUTION OF SALARIES			
		1 (13)	2 (5)	3 (6)	4 (0)
C-Level, Executive Positions	B (5)	$135,000-$152,550 **(3)**	$152,550-$170,100 **(1)**	$170,100-$187,650 **(1)**	$187,650-$205,200 **(0)**
Director/Controller Level Positions, Senior Level Positions	C (7)	$90,000-$101,700 **(5)**	$101,700-$113,400 **(1)**	$113,400-$125,100 **(1)**	$125,100-$136,800 **(0)**
Administrators, Analysts, managers, coordinators, Assistant Directors	D (6)	$65,000-$73,450 **(2)**	$73,450-$81,900 **(2)**	$81,900-$90,350 **(2)**	$90,350-$98,800 **(0)**
Clerks/ Assistants	E (6)	$50,000-$56,500 **(3)**	$56,500-$63,000 **(1)**	$63,000-$69,500 **(2)**	$69,500-$76,000 **(0)**
Hourly/Office	F (0)	$18.00-$20.34	$20.34-$22.68	$22.68-$25.02	$25.02-$27.36

This proposed salary band does not propose any rubric to calculate the salary increases, or a way for promotions. The salary calculations, salary increases and promotions will be processed by a team consisting related supervisor(s), HR and the CEO.

Budget Implications

The proposed band does not propose a certain way to increase individual salaries of home office employees or decide at which band/range to start a newly hired employee. Therefore, there is no budget impact caused by this band.

Reviewed and approved by Chief Financial Officer.

Exhibits (attachments):

Appendix 1: Advantages of Broadbanding:
https://www.payscale.com/compensation-today/2011/04/advantages-of-broadbanding

Appendix 2: Board report for Charter School Benchmark Metrics dated June 28, 2016

Appendix 3: Federal Minimum Wage from U.S. Department of Labor website
https://www.dol.gov/whd/flsa/

Appendix 4: Link from CA Department of Industrial Relations. California set the minimum to increase gradually to $15/hour by 2023 for companies of MPS's size. Currently this proposed band's minimum hourly rate is $18/hour.
https://www.dir.ca.gov/dlse/faq_minimumwage.htm

Appendix 5: First MPS Home Office Salary Band approved in 2015

Revision History:

Revision	Date	Description of changes	Requested By
0	**09/10/15**	Initial Release	Terri Boatman, HR Director
1	**05/31/19**	Revised the 2015 band by introducing bands with no job title limitations. Revised min and max salary bands.	Suat Acar, COO

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

PayScale   **Menu**

← **BACK TO COMPENSATION TODAY**

THE ADVANTAGES OF BROADBANDING

Topics: **Comp Strategy**, **Modernizing Comp**, **Pay Equity**

The Advantages and Disadvantages of Broadbanding Broadbanding is the term applied to having
extremely wide salary bands, much more encompassing than with traditional salary structures. Whereas
a typical salary band has a 40 percent difference in pay between its minimum and maximum,
broadbanding would typically have a 100 percent difference. Most of the time, creating enormously large
bands is done as a measure to support a restructuring. It combines and consolidates the number of
levels or job grades. This article will discuss the advantages of broadbanding in an overall compensation
strategy, as well as the disadvantages.

APRIL 28, 2011

The Advantages and Disadvantages of Broadbanding

Broadbanding is the term applied to having extremely wide salary bands, much more encompassing than
with traditional salary structures. Whereas a typical salary band has a 40 percent difference in pay
between its minimum and maximum, broadbanding would typically have a 100 percent difference. Most
of the time, creating enormously large bands is done as a measure to support a restructuring. It
combines and consolidates the number of levels or job grades. This article will discuss the advantages
of broadbanding in an overall compensation strategy, as well as the disadvantages.

THE ADVANTAGES OF BROADBANDING

STREAMLINES HIERARCHY

**How well do your employees
understand your compensation
plan and philosophy?** Simplify
how you explain it to them.
Download
"4 Tips for Communicating Your

Sometimes an organization has become too hierarchical for the strategic direction of the company; finding it has become too slow to react, taking too much time to get information from the top down and even less effective at getting messages from the lower rungs up to the ears of senior management. Broadbanding reduces the number of levels or layers within a company. This is the best face-saving way for an organization to collapse salary ranges and supporting de-layering. This flattens an organizational structure and reduces the hierarchy.

FACILITATES INTERNAL MOVEMENT

Whether we like it or not, some great person-to-job matches just do not happen because of the way a job has been classified or positioned with an assigned salary band. If that new position is not a lateral or at a higher rung, most rational people will not seriously consider a transfer that results in a demotion. That is just not a positive step for their career development. With broadbanding, more internal movement is facilitated, because the probability increases that one's current job and alternate position are within the same enormous range of pay. This makes pay take a back seat and puts forward other attributes of a position, encouraging internal mobility and potentially more developmental assignments.

PUTS ADDED TRUST IN MANAGMENT

With broadbanding, managers have great latitude to pay what they want to an employee. This absolutely can reduce the push-pull between the hiring manager and the human resources organization. Now the issue of pay shifts to the control of the hiring manager and the challenge of "Does one have enough money in the current budget?" or not. The perception of HR as a regulating gate keeper to preserve the salary structure diminishes. Managers are entrusted with greater autonomy.

LEARN MORE ABOUT OUR COMPENSATION SOFTWARE

GET A DEMO

THE DISADVANTAGES OF BROADBANDING

NO AWARENESS OF EXTERNAL MARKET RATES

Traditional salary structures, when done right, give current information to your management team about what market rates are. With broadbanding, if a manager wants to pay at the market midpoint, they are left

baffled and guessing. There is no midpoint in a broad band. That also means the compa-ratio tool can not be used.

MAY LEAD TO INEQUITIES

Broadbanding's flexibility and trust in management may or may not be warranted. In a broadbanding system, it is relatively easy to have two people with the same responsibilities have earnings that are thousands and thousands of dollars apart. Broadbanding weakens the linkage between salary growth and skill development for the next higher-level, since it is so far off as to not be a motivator. Do you want supervisors and their direct reports in the same pay band? That can easily happen with broadbanding.

It only takes a few reckless managers rewarding a few individuals inappropriately to have an entire pay system called into question. Whether your pay system is fair or not fair is not quite as important as if it is perceived as fair. If your pay system is perceived as not fair, you could see an increase in EEOC complaints. Did you know the Department of Labor added 700 additional auditors after the passage of the Lilly Ledbetter Equal Pay Act in 2009? People don't call and ask for an audit when they believe their conditions are fair.

LACK OF COST CONTROLS

It certainly may call into question why have salary bands at all if they are so wide. You need to evaluate if your other cost control training and measures are strong enough to hand over this much authority and autonomy to your managers. Moving to broadbanding may require thinking through other incentives that had previously been tied to salary grades, such as bonuses or stock.

PROMOTIONS

In my opinion the absolute worst thing about broadbanding is the severe reduction in opportunities for promotions. Fewer salary bands lead to fewer opportunities to climb to the next band; meaning fewer promotions to celebrate with family and friends. Think seriously before you minimize this great motivational tool. If you are committed to moving to broadbanding, yet this is of concern to you, keep an eye on your turnover rates and conduct exit interviews to monitor the pulse of why your talent is moving to your competitors.

CONCLUSION

It is your call whether broadbanding is a tool for use in your organization or not. Broadbanding is a very effective tool to reduce salary grades or job classifications, but it definitely has its drawbacks.

Regards,

Beverly Dance, MBA, SPHR-CA, CCP, CEBS

dance@mba.berkeley.edu

More from Compensation Today:

- **Performance Compensation Plans**

- **10 Reasons to Love Your HR Staff**

- **Salary by Location**

- **Pay Incentive Programs**

- **Facebook at Work**

- **Trends for Wages: PayScale's 2010 Results**

- **Tips for Personnel Recruiters – Recent Grads**

- **Simple HR Mistakes**

- **HR Audits: How to Make them Easy**

Do you have a topic you would like Compensation Today to cover? Write us at **comptoday@payscale.com**.

More Resources from PayScale:

- Get a free **PayScale compensation report** and see salary ranges for the position of your choice

- Attend one of our **free compensation webinars**.

- Download our free whitepaper, **5 Easy Steps to a Smart Compensation Plan**.

Tags: **Broadbanding**, **Compensation Plan**, **Compensation Strategy**, **Salary Ranges**

PayScale

Read more from PayScale

< **PREVIOUS**   **NEXT** >

SIGN UP FOR OUR NEWSLETTER!

Stay up-to-date on all things compensation. Insights delivered right to your inbox.

☐ Real-Time Blog Updates:

☐ Bi-Weekly Newsletter:

ENTER EMAIL ADDRESS

SUBSCRIBE!

Start the Transformation

GET A DEMO

COMP FERENCE 19

Get the PayScale Compensation Best Practices Report

ARTICLES

Should minimum wage be bumped

up to $15 in Toronto?

Tessara Smith, PayScale Minimum wage
workers everywhere ...

³ ˎ **LEAVE A REPLY**

Join the discussion...

≡ 3   💬 0   📶 0   ⚡   🔥   👤 0

✉ **Subscribe** ▾   ▲ newest ▲ oldest ▲ most voted

---

safe   🔗

you helped me work on my assignment

Guest

+ 0 —   💬 Reply   🕐 4 years ago

Jackie X   🔗

Thank you for this article, it helped me work on my Compensation course assignment!

Guest

+ 0 —   💬 Reply   🕐 4 years ago

Brunner the bounty hunter   🔗

Thank you for this article. It was a huge help in understanding broadbanding and helping
with my assignment.

Guest

+ 0 —   💬 Reply   🕐 4 years ago

START THE TRANSFORMATION

We can help you bring modern compensation to life in your organization.

GET A DEMO

About Us   Press Center   Work With Us   Methodology   Contact Us

Research Careers: Jobs, Employers, Degrees, All

Data Protection   Privacy Policy   Terms of Use

MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	
Date:	June 28, 2016
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz
RE:	Charter School Benchmark Metrics

CHARTER SCHOOL BENCHMARK METRICS

During the June 6, 2016 Board meeting, the Board requested an operating metrics surveying competing charter school management organizations to compare Magnolia Publics Schools to. As such, Oswaldo Diaz and Steven Kao analyzed the latest available Tax Form 990 filings and audited financial statements for numerous charter school management organizations operating in the State of California and created a spreadsheet displaying the findings. It should be noted that the latest available tax filings and financial statements ranged between 2012 and 2015. This memo will focus on the Tax 990 Forms since they provide more detailed expense breakouts. A table of metrics derived from the latest available audited financial statements will be included in the Appendix for support and backup. Below is a summary of the dataset's Tax Form 990 filings adjusted to exclude charitable donations, which skewed the data (explained in following sections):

	Magnolia Tax Year 2014	High Tech High Tax Year 2013	ICEF Tax Year 2013	King Chavez Tax Year 2013	Aspire Tax Year 2014	Green Dot Tax Year 2014	KIPP LA Tax Year 2013	Rocketship Tax Year 2013	Dataset Average
Districts	4	2	1	1	13	3	1	6	4
Schools	11	12	14	6	38	16	11	13	15
Enrollment	3,790	5,000	4,200	2,000	14,600	10,257	2,873	4,500	5,903
Revenue	34,357,458	41,671,872	39,500,276	20,032,005	176,632,038	126,810,769	49,304,617	51,673,472	67,497,813
Revenue Per Student	9,065	8,334	9,405	10,016	12,098	12,363	17,161	11,483	11,241
Revenue Per School	3,123,405	3,472,656	2,821,448	3,338,668	4,648,212	7,925,673	4,482,238	3,974,882	4,223,398
Charitable Grants	-	-	3,110,297	-	22,708,825	6,259,188	17,963,638	7,581,197	7,202,893
Revenue (Excluding Charity)	34,357,458	41,671,872	36,389,979	20,032,005	153,923,213	120,551,581	31,340,979	44,092,275	60,294,920
Revenue Per Student	9,065	8,334	8,664	10,016	10,543	11,753	10,908	9,845	9,891
Revenue Per School	3,123,405	3,472,656	2,599,284	3,338,668	4,050,611	7,534,474	2,849,180	3,391,713	3,794,999
Program Expenses	24,546,342	31,217,926	30,471,152	13,903,936	125,187,472	104,851,715	23,324,928	48,982,630	50,310,763
Per Student	6,477	6,244	7,255	6,952	8,574	10,222	8,118	10,885	8,091
% of Revenue (excl. Charity)	71%	75%	84%	69%	81%	87%	74%	111%	82%
% of Expenses (excl. Charity)	78%	76%	83%	71%	81%	83%	72%	93%	80%
Per District	6,136,586	15,608,963	30,471,152	13,903,936	9,629,806	34,950,572	23,324,928	8,163,772	17,773,714
Management Expenses	6,748,723	9,975,710	6,085,377	5,680,515	29,764,204	21,268,501	9,197,680	3,852,369	11,571,635
Per Student	1,781	1,995	1,449	2,840	2,039	2,074	3,201	856	2,029
% of Revenue (excl. Charity)	20%	24%	17%	28%	19%	18%	29%	9%	20%
% of Expenses (excl. Charity)	22%	24%	17%	29%	19%	17%	28%	7%	20%
Per District	1,687,181	4,987,855	6,085,377	5,680,515	2,289,554	7,089,500	9,197,680	642,062	4,707,465
Total Expenses	31,295,065	41,193,636	36,556,529	19,584,451	154,951,676	126,120,216	32,522,608	52,834,999	61,882,398
Per Student	8,257	8,239	8,704	9,792	10,613	12,296	11,320	11,741	10,120
Per District	7,823,766	20,596,818	36,556,529	19,584,451	11,919,360	42,040,072	32,522,608	8,805,833	22,481,180
Operating Income	3,062,393	478,236	- 166,550	447,554	- 1,028,463	- 5,568,635	- 1,181,629	- 8,742,724	- 1,587,477
% margin	9%	1%	0%	2%	-1%	-5%	-4%	-20%	-2%
EBITDAR	6,387,604	9,361,879	3,898,870	2,642,543	17,207,707	9,593,747	1,858,710	515,591	6,433,331
% margin	19%	22%	11%	13%	11%	8%	6%	1%	11%
Per Student	1,685	1,872	928	1,321	1,179	935	647	115	1,090
EBITDA	3,357,219	2,409,063	25,892	1,555,375	3,099,960	-2,016,768	-953,464	-8,476,196	-124,865
% margin	10%	6%	0%	8%	2%	-2%	-3%	-19%	0%
Per Student	886	482	6	778	212	-197	-332	-1,884	-21

Revenue

Revenue per student ranged between $8,334 and $17,161 based on the Tax 990 Forms and between $8,841 and $13,342 based on audited financial statements. Size of the organization plays a factor as smaller organizations earn less per student compared to larger organizations. Smaller organizations such as Magnolia ($9,065/student), High Tech High ($8,334/student), ICEF ($9,405/student) and King Chavez ($10,016/student) obtain significantly less than larger organizations such as Aspire ($12,098/student), Green Dot ($12,363/student), KIPP LA ($17,161/student) and Rocketship ($11,538/student).

Larger organizations that garner higher revenue per student rates do so through grants and charitable contributions. For example, KIPP LA raised $18MM in contributions translating to $6,252 per student in Tax Year 2013. To accomplish this they spent $743k in expenses to support their fundraising platform. Three companies did not show explicit fundraising expenses but still raised substantial funds: ICEF raised $3.1MM ($741 per student) in 2013; Aspire raised $22MM ($1,555 per student) in 2014 and Green Dot raised $6.3MM ($610 per student) in 2014. Other than charitable grants, revenue per student is affected by the free and reduced level of the students served and the locality that the school resides in.

In conclusion, Magnolia Public School's revenues are in line with other charter school management organizations of similar size. An opportunity exists to obtain charitable grants if human resources are allocated to the fundraising function.

2

Revenues Excluding Charitable Donations

Larger organizations that have the resources to put into the fundraising function have an unfair advantage over smaller organizations that do not have such a platform. The average revenue per student contribution obtained by fundraising is $2,170 per student, which is 24% of the per student revenue of Magnolia in 2014. As such, fundraising revenue and expense were excluded in the chart on the first page to provide an accurate comparison of costs and operations.

Without the benefit of charitable contributions, revenue per student rates fall in a tighter range, which is between $8,334 and $11,753. Magnolia falls in the middle of the range at $9,065 per student.

Program Expenses

Program expenses per student ranged from $6,244 to $10,937 as per the latest Tax 990 Forms. The average was $8,091 per student. As expected, the larger organizations with greater revenues and resources tend to have the higher end of the range, whereas smaller organizations have the lower end of the range. Magnolia's program expenses are $6,477/student, 71% of revenue and 78% of expenses. This is in range of competing organizations of all sizes. Adjusted for charity revenues, the set had a percent of revenue range between 69% to 111% and a percent of total expense range between 71% and 93%.

Management Expenses

Management expenses per student ranged from $856 and $3,201, with an average of $2,029. Magnolia's management fees were below average at $1,781 per student, 20% of revenue and 22% of expenses. Magnolia was able to accomplish this level of management fees with 4 districts, whereas each additional district adds a layer of complexity in the form of reporting and compliance work. In comparison, High Tech High had management fees per student of $1,995 with 2 districts and King Chavez had management fees of $2,840 per student with 1 district. The dataset had a percent of revenue range between 17% and 29% and a percent of expense range between 7% and 29%.

Districts/Authorizers

As previously stated, the more districts or authorizers an organization serves, the greater the amount of compliance, reporting and administrative work. Amongst 8 organizations in the data set, the average number of districts served was 4, with the outlier being 13 for Aspire on the high side. KIPP LA, King Chavez and ICEF all served only 1 district on the lower end. Total expenses/Districts had a range of $7.8MM to $42MM. Magnolia came in at $7.8MM, which was the lowest rate in the dataset.

Earnings before interest, taxes, depreciation, amortization and restructuring or rent costs (EBITDAR)

EBITDAR margin is a measure of the managerial prowess of an organization in a certain marketplace, before factoring in expenses related to real estate, which have a wide variance based on situation and timing of the real estate cycle. The dataset's EBITDAR margin ranged from 1% to 22%. Magnolia had an EBITDAR margin of 19%, which was the second highest in the dataset.

EBITDA

3

Magnolia produced EBITDA of $3.36MM (10% margin or $886 per student) in Tax Year 2014. On a charity-adjusted basis, Magnolia's EBITDA margin was greater than all other organizations in the data set, with an EBITDA margin of 10%.

Factoring in charity revenues, Magnolia's EBITDA margin was equal to the average of the dataset, which was also of 10%. This was achieved despite Magnolia's challenges of lower revenue per student rate driven by a lack of charitable contribution revenues and a lower student per school levels that deprives Magnolia of economies of scale.

CMO Fees

Obtaining CMO fee data was challenging, as only some organizations provided such information on their audited financial statements or Tax 990 Forms. Data was available only for Magnolia, King Chavez, Green Dot and Rocketship. Magnolia's CMO fees were $4.8MM in the FYE 6/30/2015 period, representing: $1,270/student, $437,482/school, 14% of revenue and 15% of expenses.

	Magnolia FYE 6/30/2015	King Chavez 6/30/12	Green Dot 6/30/15	Rocketship FYE 6/30/2015	Dataset Average(
Districts	4	1	3	6	4
Schools	11	6	19	13	16
Enrollment	3,790	2,000	10,257	4,831	6,210
Students Per School	345	333	540	372	371
Management Fees	4,812,297	2,050,067	15,573,817	7,736,987	7,543,292
% of revenue	14%	12%	11%	11%	12%
% of expense	15%	12%	12%	11%	13%
per Enrollment	1,270	1,025	1,518	1,602	1,354
per School	437,482	341,678	819,675	595,153	548,497

Magnolia's CMO fees appear to be in line. In more detail, Magnolia's CMO fees are low on a per student and per school basis, but on the higher side when viewed as a percentage of revenue or expense. Two possible explanations for this are:

1) Magnolia's revenue per student figure is low compared to the set due to a lack of charitable contribution revenue -- Rocketship obtains $1,087/student and Green Dot obtains $1,159/student in charitable contributions.

2) Magnolia's enrollment per school is low at 345 students per school on average – Rocketship has 439 students per school on average and Green Dot has 540 students per school on average.

Management Salary

Per the latest tax 990 forms, below is a summary chart of management compensation:

	Schools	Districts	Students	Employees	CEO	CFO/CBO	COO	CAO	Facilities	HR Director
High Tech High	12	2	5,000	644	400,735	202,752	194,944	173,641	147,462	128,310
ICEF	14	1	4,200	517	215,088	162,745		136,159	119,065	107,031
King Chavez	6	1	2,000	298	234,045	122,729		167,114	132,593	120,952
Aspire	38	13	14,600	2,407	321,092	235,316	173,191	245,686	188,902	259,470
Green Dot	16	3	10,257	1,235	246,922	208,394	168,490	193,599	178,079	157,865
KIPP LA	11	1	2,873	403	225,908	157,670	145,855	155,558	151,861	131,139
Rocketship	13	6	4,500	833	183,929	283,379	212,181	223,616	203,155	162,355
Dataset Avg.	**16**	**4**	**6,204**	**905**	**261,103**	**196,141**	**178,932**	**185,053**	**160,160**	**152,446**

Conclusion

4

This memo should be used as a supplemental benchmark guideline for CMOs operating in California. It should be taken into account that this study was based on the latest publicly available data, which is not the most up to date. Based on the findings included in the document, MPS CMO fees are in line with the fees charged by other comparable CMO organizations. Per the study conducted by VLS the range of CMO fees are between 10 to 20 percent of total expenditures. It is worth noting that the larger CMO's had a lower fee to income ratio due to the fundraising amounts collected. The larger CMO organizations have a strongly developed fundraising platform that supports the annual campaign.

<u>Lead Staff</u>
Oswaldo Diaz

5

Appendix 1: Audited Financial Statement Data

	Magnolia FYE 6/30/2015	ICEF FYE 6/30/2013	King Chavez 6/30/12	Aspire 6/30/15	Green Dot 6/30/15	KIPP LA 6/30/15	Rocketship FYE 6/30/2015	Dataset Average(
Operations:								
Districts	4	1	1	13	3	1	6	4
Schools	11	14	6	35	19	13	13	16
Enrollment	3,790	4,200	2,000	14,600	10,257	3,790	4,831	6,210
Grades	K-12	K-12	K-12	K-12	6 to 12	K-8	K-6	
Students Per School	345	300	333	417	540	292	372	371
Income Statement								
Revenue	34,357,458	43,204,074	17,682,876	169,749,011	136,850,868	57,512,449	67,909,435	75,323,739
Program Expenses	24,626,342	33,018,947	13,030,789	126,842,622	122,280,345	39,769,976	46,219,562	57,969,798
Management Expenses	6,668,723	1,769,948	4,601,614	27,561,037	9,021,411	5,840,037	21,889,307	11,050,297
Total Expenses	31,295,065	34,788,895	17,632,403	154,403,659	131,301,756	45,610,013	68,108,869	69,020,094
Income	3,062,393	8,415,179	50,473	19,975,077	5,549,112	11,902,436	-199,434	6,965,034
Fund Raising:								
Contributions & Grants	-	-	-	3,274,440	11,245,167	12,874,583	5,251,662	4,663,693
Donated Services & Property	-	-	-	72,478	645,144	-		119,604
Other	-	-	-	-	-	-		-
Total Contributed Revenue	-	-	-	3,346,918	11,890,311	12,874,583	5,251,662	4,766,211
% of Revenue	0%	0%	0%	2%	9%	22%	8%	6%
per Enrollment	$0	$0	$0	$229	$1,159	$3,397	$1,087	$839
Fundraising Expenses						884,324		884,324
Revenie excl. Fundraising Cont.	34,357,458	43,204,074	17,682,876	166,402,093	124,960,557	44,637,866	62,657,773	70,557,528
Profitability								
Income	3,062,393	8,415,179	50,473	19,975,077	5,549,112	11,902,436 -	199,434	6,965,034
% margin	8.9%	19.5%	0.3%	11.8%	4.1%	20.7%	-0.3%	9.3%
Rent	2,669,178	3,223,473	1,085,382	3,480,818	9,129,508	4,373,382	2,542,603	3,786,335
Interest	8,485	738,328		6,797,938	4,140,315	849,294	5,105,988	2,940,058
Depreciation & Amort.	286,341	524,578	43,110	5,583,539	4,072,279	1,034,981	2,080,534	1,946,480
EBITDAR	6,026,397	12,901,558	1,178,965	35,837,372	22,891,214	18,160,093	9,529,691	15,217,899
% margin	18%	30%	7%	21%	17%	32%	14%	20%
EBITDA	3,357,219	9,678,085	93,583	32,356,554	13,761,706	13,786,711	1,881,100	10,702,137
% margin	10%	22%	1%	19%	10%	24%	3%	13%
Operational Metrics								
Revenue per Enrollment	$9,065	$10,287	$8,841	$11,627	$13,342	$15,173	$14,057	$11,770
Expenses/Enrollment	$8,257	$8,283	$8,816	$10,576	$12,801	$12,033	$14,098	$10,695
Return Spread	$808	$2,004	$25	$1,051	$541	$3,140	-$41	$1,075
EBITDA/Enrollment	$886	$2,304	$47	$2,216	$1,342	$3,637	$389	$1,546
Program Expenses/Enrollment	$6,498	$7,862	$6,515	$8,688	$11,922	$10,492	$9,567	$8,792
% Program Expenses/Revenue	72%	76%	74%	75%	89%	69%	68%	75%
% Program Expenses/Expenses	79%	95%	74%	82%	93%	87%	68%	83%
Management Expenses/Enrollment	$1,760	$421	$2,301	$1,888	$880	$1,541	$4,531	$1,903
% Management Expenses/Revenue	19%	4%	26%	16%	7%	10%	32%	16%
% Management Expenses/Expenses	21%	5%	26%	18%	7%	13%	32%	17%
Management Fees	4,812,297		2,050,067		15,573,817		7,736,987	7,543,292
% of revenue	14%	0%	12%	0%	11%	0%	11%	12%
% of expense	15%	0%	12%	0%	12%	0%	11%	13%
per Enrollment	1,270	-	1,025	-	1,518	-	1,602	1,354
per School	437,482	-	341,678	-	819,675	-	595,153	548,497
Return								
Return on Assets	12%	32%	1%	8%	3%	15%	0%	10%
Return on Capital	14%	36%	1%	9%	4%	17%	0%	12%
Return on Equity	24%	116%	3%	22%	16%	32%	-2%	30%
Working Capital Efficiency								
Adjusted Working Capital	2,184,087	7,651,040	3,632,195	17,881,510	5,666,718	900,653	7,319,197	6,462,200
AWC/Revenue	0.06	0.18	0.21	0.11	0.04	0.02	0.11	0.10
AWC Days	23	65	75	38	15	6	39	37
AR Days	44	86	105	52	52	40	31	59
AP Days	30	30	35	41	34	56	27	36
Cash Conversion Cycle	14	55	69	11	18	(16)	5	22
Capital Structure								
Debt/EBITDA	2.53	1.66	39.09	4.09	7.03	2.47	40.35	13.89
Debt/Equity	0.65	2.21	2.23	1.43	2.86	0.91	7.19	2.50
EBITDA/Interest	395.67	13.11	-	4.76	3.32	16.23	0.37	61.92
S&P Key Metrics								
Days Cash on Hand	120	92	26	105	76	224	89	105
Lease-Adjusted MADS Coverage	2.06x	0.94x	0.25x	2.71x	0.67x	3.05x	0.66x	1.48x
Debt/Total Capital	40%	69%	69%	59%	74%	48%	88%	64%
Debt/Student	2,245	3,834	1,829	9,064	9,430	8,993	15,712	7,301
Credit Rating	BB/Stable	BB/Stable	BB+/Stable	N/A	N/A	BB+/Stable	N/A	

6

The chart on the previous page summarizes figures of our dataset (excluding High Tech High which did not have financial statements available) derived from the latest available audited financial statements. This chart is added as an appendix to supplement the body of this memo.

7

5/24/2019

Compliance Assistance - Wages and the Fair Labor Standards Act (FLSA) - Wage and Hour Division (WHD) - U.S. Department of Labor

United States Department of Labor

Wage and Hour Division

Wage and Hour Division (WHD)

Compliance Assistance - Wages and the Fair Labor Standards Act (FLSA)

Overview

The FLSA establishes minimum wage, overtime pay, recordkeeping, and youth employment standards affecting employees in the private sector and in Federal, State, and local governments. Covered nonexempt workers are entitled to a minimum wage of not less than $7.25 per hour effective July 24, 2009. Overtime pay at a rate not less than one and one-half times the regular rate of pay is required after 40 hours of work in a workweek.

- FLSA Minimum Wage: The federal minimum wage is $7.25 per hour effective July 24, 2009. Many states also have minimum wage laws. In cases where an employee is subject to both state and federal minimum wage laws, the employee is entitled to the higher minimum wage.

- FLSA Overtime: Covered nonexempt employees must receive overtime pay for hours worked over 40 per workweek (any fixed and regularly recurring period of 168 hours — seven consecutive 24-hour periods) at a rate not less than one and one-half times the regular rate of pay. There is no limit on the number of hours employees 16 years or older may work in any workweek. The FLSA does not require overtime pay for work on weekends, holidays, or regular days of rest, unless overtime is worked on such days.

- Hours Worked (PDF) : Hours worked ordinarily include all the time during which an employee is required to be on the employer's premises, on duty, or at a prescribed workplace.

- Recordkeeping (PDF) : Employers must display an official poster outlining the requirements of the FLSA. Employers must also keep employee time and pay records.

- Child Labor: These provisions are designed to protect the educational opportunities of minors and prohibit their employment in jobs and under conditions detrimental to their health or well-being.

On April 1, 2019, the U.S. Department of Labor announced a proposed rule to revise and clarify the responsibilities of employers and joint employers to employees in joint employer arrangements. For more information, please visit: www.dol.gov/whd/flsa/jointemploymen-t2019.

5/24/2019   Compliance Assistance - Wages and the Fair Labor Standards Act (FLSA) - Wage and Hour Division (WHD) - U.S. Department of Labor

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 13, 2019 at 6:00 PM

General Guidance

- [Handy Reference Guide to the FLSA](#)

  - [Guía Práctica Referente a la Ley de Normas Justas de Trabajo](#)

- [Fact Sheets](#)

- [Employment Law Guide: Minimum Wage and Overtime Pay](#)

- [Questions and Answers about the FLSA](#)

- [Information on Furloughs and Other Reductions in Pay](#)

- [Break Time for Nursing Mothers](#)

- ['How to File a Complaint' Card (PDF)](#)
  - [Spanish Version (PDF)](#)

  - [Chinese Version (PDF)](#)

  - [Korean Version (PDF)](#)

  - [Polish Version (PDF)](#)

  - [Tagalog Version (PDF)](#)

  - [Thai Version (PDF)](#)

  - [Russian Version (PDF)](#)

  - [Vietnamese Version (PDF)](#)

  - [Haitian Creole Version (PDF)](#)

- [FLSA Resources For Puerto Rico](#)

- [Misclassification of Employees as Independent Contractors](#)

Posters

- [FLSA Minimum Wage Poster](#)

  - [Spanish Version](#)

  - [Chinese Version (PDF)](#)

  - [Russian Version (PDF)](#)

  - [Thai Version (PDF)](#)

  - [Hmong Version (PDF)](#)

5/24/2019 Compliance Assistance - Wages and the Fair Labor Standards Act (FLSA) - Wage and Hour Division (WHD) - U.S. Department of Labor

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 13, 2019 at 6:00 PM

- Vietnamese Version (PDF)

- Korean Version (PDF)

- Polish Version (PDF)

- Haitian Creole Version (PDF)

- Additional FLSA Posters

Interpretive Guidance

- Administrator Interpretations

- Opinion Letters

- Field Handbook

- Field Bulletins

E-tools

- The Coverage and Employment Status Advisor helps identify which workers are employees covered by the FLSA.

- The Hours Worked Advisor provides information to help determine which hours spent in work-related activities are considered FLSA "hours worked" and therefore must be paid.

- The Overtime Security Advisor helps determine which employees are exempt from the FLSA minimum wage and overtime pay requirements under the Part 541 overtime regulations.

- The Overtime Calculator Advisor computes the amount of overtime pay due in a sample pay period based on information from the user.

- The Child Labor Rules Advisor answers questions about the FLSA's youth employment provisions, including at what age young people can work and the jobs they can perform.

- The Section 14(c) Advisor helps users understand the special minimum wage requirements for workers with disabilities.

Presentations

- Comprehensive FLSA Presentation (Microsoft® PowerPoint®)

- Executive, Administrative, and Professional Exemption Presentation (Microsoft® PowerPoint®)

Applicable Laws and Regulations

- **Law**

  - The FLSA (PDF)

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 13, 2019 at 6:00 PM

5/24/2019   Compliance Assistance - Wages and the Fair Labor Standards Act (FLSA) - Wage and Hour Division (WHD) - U.S. Department of Labor

- **Regulations**
  - [29 CFR Chapter V](#)

Civil Money Penalty Inflation Adjustments

Starting in 2016, agencies across the federal government must adjust their penalties for inflation each year. Below is a table that reflects the adjustments that have occurred for penalties under this statute. For more information on the penalty adjustments, go [here](#).

Civil Money Penalty Inflation Adjustments

Type of Violation	Statutory Citation	CFR Citation	Maximum Civil Monetary Penalty on or before 1/23/2019	Maximum Civil Monetary Penalty on or after 1/24/2019
Homeworker: Violation of recordkeeping, monetary, certificate or other statutes, regulations or employer assurances.	29 USC 211(d)	29 CFR 530.302	$1,026	$1,052
Child labor: (1) Violation of child labor standards (sec 212 or 213(c));	29 USC 216(e)(1)(A)(i)	29 CFR 570.140(b)(1) and 29 CFR 579.1(a)(1)(i)(A)	$12,529	$12,845
(2) Violation of child labor standards (sec 212 or 213(c)) that causes the serious injury or death of a minor;	29 USC 216(e)(1)(A)(ii)	29 CFR 570.140(b)(2) and 29 CFR 579.1(a)(1)(i)(B)	$56,947	$58,383
(3) Willful or repeated violation of child labor standards (sec 212 or 213(c)) that causes the serious injury or death of a minor	29 USC 216(e)(1)(A)(ii)	29 CFR 570.140(b)(2) and 29 CFR 579.1(a)(1)(i)(B)	$113,894	$116,766
(4) Repeated or willful violation of section 206 or 207.	29 USC 216(e)	29 CFR 579.1(a)(2)	$1,964	$2,014
Minimum Wage and Overtime: Repeated or willful violation of section 206 or 207.	29 USC 216(e)(2)	29 CFR 578.3(a)	$1,964	$2,014

5/24/2019

Magnolia Public Schools - Regular Board Meeting - Agenda - Thursday June 13, 2019 at 6:00 PM

Compliance Assistance - Wages and the Fair Labor Standards Act (FLSA) - Wage and Hour Division (WHD) - U.S. Department of Labor

Department of
Industrial Relations

Labor Commissioner's Office   ⋮   Minimum Wage

Minimum Wage

Although there are some exceptions, almost all employees in California must be paid the minimum wage as required by state law. Effective January 1, 2017, the minimum wage for all industries will be increased yearly. From January 1, 2017, to January 1, 2022, the minimum wage will increase for employers employing 26 or more employees. This increase will be delayed one year for employers employing 25 or fewer employees, from January 1, 2018, to January 1, 2023. The scheduled increases may be temporarily suspended by the Governor, based on certain determinations. (Please see the chart below for the complete schedule of rate increases).

For more information and guidance on how to count employees for the purpose of determining whether an employer qualifies as an employer with 25 employees or less please see New Minimum Wage Phase- in Requirements 2017-2023, SB 3 Frequently Asked Questions page.

There are some employees who are exempt from the minimum wage law, such as outside salespersons, individuals who are the parent, spouse, or child of the employer, and apprentices regularly indentured under the State Division of Apprenticeship Standards.

Minimum Wage Order (MW-2019)
There is an exception for learners, regardless of age, who may be paid not less than 85 percent of the minimum wage rounded to the nearest nickel during their first 160 hours of employment in occupations in which they have no previous similar or related experience.

There are also exceptions for employees who are mentally or physically disabled, or both, and for nonprofit organizations such as sheltered workshops or rehabilitation facilities that employ disabled workers. Such individuals and organizations may be issued a special license by the Division of Labor Standards Enforcement authorizing employment at a wage less than the legal minimum wage. Labor Code Sections 1191 and 1191.5

Schedule for California Minimum Wage rate 2017-2023.

Date	Minimum Wage for Employers with 25 Employees or Less	Minimum Wage for Employers with 26 Employees or More
January 1, 2017	$10.00/hour	$10.50/hour
January 1, 2018	$10.50/hour	$11.00/hour
January 1, 2019	$11.00/hour	$12.00/hour

January 1, 2020	$12.00/hour	$13.00/hour
January 1, 2021	$13.00/hour	$14.00/hour
January 1, 2022	$14.00/hour	$15.00/hour
January 1, 2023	$15.00/hour	

Frequently Asked Questions

1. **What is the minimum wage?**

    Effective January 1, 2018, the minimum wage for all industries was $11 per hour for employers with 26 or more employees and $10.50 per hour for employers with 25 or fewer employees. On January 1, 2019, the minimum wage increased to $12 per hour for employers with 26 or more employees and $11 per hour for employees with 25 or fewer employees. The minimum wage shall be adjusted on a yearly basis through 2023 according to the pre-set schedule shown above.

    Effective January 1, 2018, the minimum monthly salary for sheepherders was $1,955.74 per month for employers with 26 or more employees and $1,866.88 per month for employers with 25 or fewer employees. On January 1, 2019, the minimum monthly rate increased to $2,133.52 per month for employers with 26 or more employees and $1,955.74 per month for employers with 25 or fewer employees. The minimum monthly salary for sheepherders is specially set under IWC Wage Order 14-2001. Wages paid to sheepherders may not be offset by meals or lodging provided by the employer. Instead, there are provisions in IWC Order 14-2007, Sections 10(F), (G) and (H)) that apply to sheepherders with respect to monthly meal and lodging benefits required to be provided by the employer.

2. **What is the difference between the local, state and federal minimum wage?**

    Most employers in California are subject to both the federal and state minimum wage laws. Also, local entities (cities and counties) are allowed to enact minimum wage rates and several cities * have recently adopted ordinances which establish a higher minimum wage rate for employees working within their local jurisdiction. The effect of this multiple coverage by different government sources is that when there are conflicting requirements in the laws, **the employer must follow the stricter standard; that is, the one that is the most beneficial to the employee**. Thus, since California's current law requires a higher minimum wage rate than does the federal law, all employers in California who are subject to both laws must pay the state minimum wage rate unless their employees are exempt under California law. Similarly, if a local entity (city or county) has adopted a higher minimum wage, employees must be paid the local wage where it is higher than the state or federal minimum wage rates.

3. **May an employee agree to work for less than the minimum wage?**

    No. The minimum wage is an obligation of the employer and cannot be waived by any agreement, including collective bargaining agreements. Any remedial legislation written for the protection of

employees may not be violated by agreement between the employer and employee. Civil Code Sections 1668 and 3513

4. **Is the minimum wage the same for both adult and minor employees?**

Yes. There is no distinction made between adults and minors when it comes to payment of the minimum wage.

5. **I work in a restaurant as a waitperson. Can my employer use my tips as a credit toward its obligation to pay me the minimum wage?**

No. An employer may not use an employee's tips as a credit toward its obligation to pay the minimum wage.

6. **What can I do if my employer doesn't pay me at least the minimum wage?**

You can either file a wage claim with the Division of Labor Standards Enforcement (the Labor Commissioner's Office), or file a lawsuit in court against your employer to recover the lost wages. Additionally, if you no longer work for this employer, you can make a claim for the waiting time penalty pursuant to Labor Code Section 203.

7. **What is the procedure that is followed after I file a wage claim?**

After your claim is completed and filed with a local office of the Division of Labor Standards Enforcement (DLSE), it will be assigned to a Deputy Labor Commissioner who will determine, based upon the circumstances of the claim and information presented, how best to proceed. Initial action taken regarding the claim can be referral to a conference or hearing, or dismissal of the claim.

If the decision is to hold a conference, the parties will be notified by mail of the date, time and place of the conference. The purpose of the conference is to determine the validity of the claim, and to see if the claim can be resolved without a hearing. If the claim is not resolved at the conference, the next step usually is to refer the matter to a hearing or dismiss it for lack of evidence.

At the hearing the parties and witnesses testify under oath, and the proceeding is recorded. After the hearing, an Order, Decision, or Award (ODA) of the Labor Commissioner will be served on the parties.

Either party may appeal the ODA to a civil court of competent jurisdiction. The court will set the matter for trial, with each party having the opportunity to present evidence and witnesses. The evidence and testimony presented at the Labor Commissioner's hearing will not be the basis for the court's decision. In the case of an appeal by the employer, DLSE may represent an employee who is financially unable to afford counsel in the court proceeding.

See the Policies and Procedures of Wage Claim Processing pamphlet for more detail on the wage claim procedure.

8. **What can I do if I prevail at the hearing and the employer doesn't pay or appeal the Order, Decision, or Award?**

When the Order, Decision, or Award (ODA) is in the employee's favor and there is no appeal, and the employer does not pay the ODA, the Division of Labor Standards Enforcement (DLSE) will have the court enter the ODA as a judgment against the employer. This judgment has the same force and effect as any other money judgment entered by the court. Consequently, you may either try to collect the judgment yourself or you can assign it to DLSE.

9. **What can I do if my employer retaliates against me because I questioned him about not being paid the minimum wage?**

If your employer discriminates or retaliates against you in any manner whatsoever, for example, he discharges you because you asked him why you weren't being paid the minimum wage, or because you file a claim or threaten to file a claim with the Labor Commissioner, you can file a discrimination/retaliation complaint with the Labor Commissioner's Office. Alternatively, you can file a lawsuit in court against your employer.

* The UC Berkeley Labor Center keeps a detailed national list of local minimum wage ordinances. The Department of Industrial Relations does not monitor or verify this list but includes it here as a reference for the public: UC Berkeley Labor Center Inventory of US City and County Minimum Wage Ordinances

December 2016

Labor Commissioner's Office

Quick Links

▸ Bureau of Field Enforcement

▸ Wage Claim Adjudication

▸ Retaliation (RCI)

▸ Registration Services

▸ Public Works

▸ Electrician Certification Unit

▸ Frequently asked questions

▸ Legislative reports

▸ Labor Commissioner's Databases

▸ Private Attorney General Act (PAGA)

Resources

▸ Frequently asked questions

▸ Labor Commissioner's Databases

▸ Legislative reports

▸ Publications

▸ Forms

About the Labor Commissioner's Office

▸ About Us

▸ Locations, Contacts, and Hours of Operation

Jobs at DIR

WAGE THEFT IS A CRIME

You can **pay your bill online**.

Need to make a payment?

(Haga un pago en línea.)

About DIR

Who we are

DIR Divisions, Boards & Commissions

Contact DIR

Work with Us

Jobs at DIR

Licensing, registrations, certifications & permits

Required Notifications

Public Records Requests

Learn More

Acceso al idioma

Frequently Asked Questions

Site Map

Back to Top

Disclaimer

Accessibility

Contact DIR

Conditions of Use

Privacy Policy

Site Help

Copyright © 2019 State of California

MAGNOLIA PUBLIC SCHOOLS
Board Of Directors

Board Agenda Item #	III D
Date:	09.10.2015
To:	Board of Directors
From:	Terri Boatman. Director of Human Resource
Staff Lead:	Terri Boatman. Director of Human Resource
RE:	Home Office Compensation

Proposed Board Recommendation

I move that the board approve the new compensation model for Home Office Positions.

Background

One of the most basic functions of management is to establish a compensation scheme that is competitive and equitable and that promotes employee engagement and high performance. A well-designed compensation philosophy supports the organization's strategic plan and initiatives, business goals, competitive outlook, operating objectives, and compensation and total reward strategies.

For recruiting and retention purposes, we recommend establishing salary ranges and pay bands to CMO positions versus applying compensation per the pay sheets.

Salary range is the range of pay that has been established to be paid to employees performing a particular job or function. Salary range generally has a minimum pay rate, a maximum pay rate, and a series of mid-range opportunities for pay increases. The salary range was determined by market pay rates, established through market pay studies, for people doing similar work in similar industries in the same region of the country.

Pay rates and salary ranges are also set up by individual employers and recognize the level of education, knowledge, skill, and experience needed to perform each job. The salary range demonstrates the interrelationships of the jobs utilized by an employer. The salary range reflects our needs such as the overlap in salary ranges that will allow career development and pay increases without promotion at each level and the percentage of increase the organization will offer an employee for a promotion.

Currently our home office salaries are based on the components of the pay sheet. The pay sheet identifies compensation components based on a variety of variables including degree, credential, years of experience, time with Magnolia and extra duty. In theory, a member of the finance team will not have a credential, and the degree should be a consideration in the offer process, but not necessarily be a variable in compensation decisions, as years of experience may off set formal learning.

Magnolia Public Schools

13950 Milton Ave. 200B Westminster, CA 92683
P: (714) 892-5066 F: (714) 362-9588

In addition, we face recruiting competition from other non-profits, CMO's and for profit businesses. An analysis of financial and technical roles shows that Magnolia's current compensation scale lags in comparison to other industries and non profits in Southern CA. The new salaries of the home office employees will be implemented retroactively starting July 1, 2015.

Budget Implications

Several of the employees in accounting and technology positions have current salaries that fall below the minimum levels of the proposed ranges. After adoption of the new scale, those employees will be moved to the minimum end of the range. This is an increase of $58,000 to the salaries of those eleven positions; however that amount has been more than offset by the $176,000 saved by not filling other home office positions.

Name of Staff Originator:

Terri Boatman, Director of Human Resource

Attachments

Compensation Overview
New Salary Scale for Home Office Positions

Magnolia Home Office Salary Bands
2015-2016

Department	Current Job Title	New Job Title	FLSA Status	Band	Min	Mean	Max
C-Level Positions	All C-level positions		Exempt	15	$ 100,000.00	$ 150,000.00	$ 190,000.00
Administration							
	Administrative Assistant	Administrative Assistant	Non-Exempt	9	$ 20.00	$ 25.00	$ 31.00
	HR Admin	Human Resources Assistant	Non-Exempt	9	$ 20.00	$ 25.00	$ 31.00
	Education Admin Assistant		Non-Exempt	9	$ 20.00	$ 25.00	$ 31.00
	Intern		Non-Exempt	8	$ 10.00	$ 12.00	$ 14.00
Information Technology							
	Infrastructure Telecom Manager	IT Director	Exempt	13	$ 92,400.00	$ 103,500.00	$ 114,600.00
	IT Coordinator	Computer Systems Administrator	Exempt	12	$ 74,900.00	$ 85,398.00	$ 105,294.00
	Ops System and Knowledge Manager		Exempt	12	$ 74,900.00	$ 85,398.00	$ 105,294.00
	Document Control Admin		Exempt	11	$ 67,405.00	$ 88,246.00	$ 113,755.00
	Coolsis Manager	Computer Systems Manager	Exempt	13	$ 92,400.00	$ 103,500.00	$ 114,600.00
	Director of Instructional Technology		Exempt	13	$ 92,400.00	$ 103,500.00	$ 114,600.00
	Director of Operations, Project Manager		exempt	13	$ 92,400.00	$ 103,500.00	$ 114,600.00
	Program Analyst		exempt	10	$ 43,387.00	$ 52,778.00	$ 63,941.00
Academic							
	Deputy CAO		Exempt	13	$ 90,000.00	$ 101,000.00	$ 112,000.00
	Instructional Data Support		Exempt	13	$ 90,000.00	$ 101,000.00	$ 112,000.00
	Blended Learning and Science Advisor		Exempt	13	$ 90,000.00	$ 101,000.00	$ 112,000.00
	Parent University		Exempt	12	$ 74,900.00	$ 85,398.00	$ 105,294.00
	Director of Student Affairs		Exempt	13	$ 90,000.00	$ 101,000.00	$ 112,000.00
	Director of Instructional and Curricular Models		Exempt	13	$ 90,000.00	$ 101,000.00	$ 112,000.00
	Manager of Assessments and Academic Information		Exempt	13	$ 90,000.00	$ 101,000.00	$ 112,000.00
	EL Coordinator		Exempt	12	$ 74,900.00	$ 85,398.00	$ 105,294.00
	Compliance Administrative Manager		Exempt	11	$ 67,405.00	$ 88,246.00	$ 113,755.00
Development							
	New School Development Fellow		Exempt	13	$ 90,000.00	$ 101,000.00	$ 112,000.00
	Director of New School Development	Program Manager (New School Development)	Exempt	12	$ 74,900.00	$ 85,398.00	$ 105,294.00
	Director of Parent and Community	Program Manager (Parent and Community)	Exempt	12	$ 74,900.00	$ 85,398.00	$ 105,294.00
	Director of Partnership Development		Exempt	13	$ 90,000.00	$ 101,000.00	$ 112,000.00
Finance							
	Controller		Exempt	13	$ 103,407.00	$ 114,507.00	$ 125,607.00
	Document Compliance Manager		Exempt	12	$ 73,433.00	$ 88,542.00	$ 105,144.00
	Accounting Analyst	Senior Financial Analyst	Exempt	12	$ 73,433.00	$ 88,542.00	$ 105,144.00
	Accountant	Financial Analyst	Exempt	10	$ 43,387.00	$ 52,778.00	$ 63,941.00
	Purchasing and Payroll Manager		Exempt	11	$ 67,405.00	$ 88,246.00	$ 113,755.00
	Revenue and Compliance Manager		Exempt	11	$ 67,405.00	$ 88,246.00	$ 113,755.00
Human Resources							
	HR Director		Exempt	13	$ 103,407.00	$ 114,507.00	$ 125,607.00
	Director of Talent		Exempt	12	$ 73,433.00	$ 88,542.00	$ 105,144.00
	Recruitment and Career Advancement		Exempt	11	$ 43,387.00	$ 52,778.00	$ 63,941.00
	Office Manager		exempt	10	$ 43,387.00	$ 52,778.00	$ 63,941.00

Cover Sheet

Approval of Charter Renewals Board Resolutions for MSA Bell and MSA San Diego

Section: III. Action Items
Item: E. Approval of Charter Renewals Board Resolutions for MSA Bell and
MSA San Diego
Purpose: Vote
Submitted by:
Related Material: III E Petition Resolutions for MSA 8 and SD.pdf

Board Agenda Item #	III E- Action Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	Charter Renewals Board Resolutions for MSA Bell and MSA San Diego

Proposed Board Motion

I move that the board approve the board resolutions that authorize the filing of the Charter Renewal Petitions with the Los Angeles Unified School District for Magnolia Science Academy Bell and the San Diego Unified School District for Magnolia Science Academy San Diego and give authority to Alfredo Rubalcava, CEO & Superintendent to serve as the Lead Petitioner.

Background

Magnolia Science Academy Bell and Magnolia Science Academy San Diego are in the last year of their approved charter petition term. The resolutions being approved today are from the Board of Directors of Magnolia Educational Research Foundation authorizing the submission of the Magnolia Science Academy Bell *Charter Renewal Petitions for a Five-Year Term (July 1, 2020 - June 30, 2025)* to the Los Angeles Unified School District Board of Education and Magnolia Science Academy San Diego Charter Renewal Petition for a *Five-Year Term (July 1, 2020 – June 30, 2025)* to the San Diego Unified School District.

It is resolved that the Board of Directors authorizes the filing of the Charter Renewal Petition with the Los Angeles Unified School District and San Diego Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition: CEO & Superintendent will serve as "Lead Petitioner," and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of same.

- Alfredo Rubalcava, CEO & Superintendent will serve as the Lead Petitioner for Magnolia Science Academy Bell and Magnolia Science Academy San Diego

- Jason Hernandez is the Principal/Instructional Leader for Magnolia Science

Academy Bell

- Gokhan Serce is the Principal/Instructional Leader for Magnolia Science Academy San Diego

- Ernany "Nanie" Montijo is the Onsite Financial Manager for Magnolia Science Academy Bell and Magnolia Science Academy San Diego

<u>Budget Implications</u>

- There are no budget implications.

<u>Name of Staff Originator</u>:

- Alfredo Rubalcava, CEO & Superintendent

<u>Attachments</u>

- Board Resolution for Magnolia Science Academy Bell
- Board Resolution for Magnolia Science Academy San Diego

* Based on June 13th MPS Board Officer nominations, the Vice-Chair will be designated for these resolutions.

MAGNOLIA
PUBLIC SCHOOLS

GOVERNING BOARD RESOLUTION FOR MAGNOLIA SCIENCE ACADEMY BELL
Resolution #20190613-1

Resolution from the Board of Directors of Magnolia Educational and Research Foundation authorizing the submission of the Magnolia Science Academy Bell Charter Renewal Petition for a Five-Year Term (July 1, 2020-June 30, 2025) to the Los Angeles Unified School District Board of Education.

NOW THEREFORE, IT IS RESOLVED that the Board of Directors authorizes the submission of the Charter Renewal Petition for Magnolia Science Academy Bell, to the Los Angeles Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition:

- Alfredo Rubalcava, CEO & Superintendent will serve as "Lead Petitioner", and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of same.
- Jason Hernandez is the Principal/Instructional Leader/School Administrator.
- Ernany "Nanie" Montijo is the Onsite Financial Manager.

Resolved on June 13, 2019 by the following vote:

Board Member	Vote
Dr. Saken Sherkhanov	
Dr. Umit Yapanel	
Mr. Serdar Orazov	
Dr. Salih Dikbas	
Mr. Haim Beliak	
Ms. Charlotte Brimmer	
Ms. Sandra Covarrubias	
Ms. Diane Gonzalez	
Mr. Shohrat Geldiyev	

Aye: Nay: Abstention: Absent:

_____

_____, Vice Chair

MPS Board of Directors

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

GOVERNING BOARD RESOLUTION FOR MAGNOLIA SCIENCE ACADEMY SAN DIEGO
Resolution #20190613-2

Resolution from the Board of Directors of Magnolia Educational and Research Foundation authorizing the submission of the Magnolia Science Academy San Diego Charter Renewal Petition for a Five-Year Term (July 1, 2020-June 30, 2025) to the San Diego Unified School District Board of Education.

NOW THEREFORE, IT IS RESOLVED that the Board of Directors authorizes the submission of the Charter Renewal Petition for Magnolia Science Academy San Diego, to the San Diego Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition:

- Alfredo Rubalcava, CEO & Superintendent will serve as "Lead Petitioner", and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of same.
- Gokhan Serce is the Principal/Instructional Leader/School Administrator.
- Ernany "Nanie" Montijo is the Onsite Financial Manager.

Resolved on June 13, 2019 by the following vote:

Board Member	Vote
Dr. Saken Sherkhanov	
Dr. Umit Yapanel	
Mr. Serdar Orazov	
Dr. Salih Dikbas	
Mr. Haim Beliak	
Ms. Charlotte Brimmer	
Ms. Sandra Covarrubias	
Ms. Diane Gonzalez	
Mr. Shohrat Geldiyev	

Aye: Nay: Abstention: Absent:

_____

_____, Vice Chair

MPS Board of Directors

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

Cover Sheet

Approval of 2019-20 MPS Board Committee Meeting Calendars and Committee Composition

Section: III. Action Items
Item: F. Approval of 2019-20 MPS Board Committee Meeting Calendars and
Committee Composition
Purpose: Vote
Submitted by:
Related Material: III F Committee Chair and Calendars.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # III F- Action Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava CEO & Superintendent
Staff Lead:	Barbara Torres, Executive Assistant
RE:	Renewal of 2019-20 MPS Board Committee Chairs & Approval of 2019-20 Committee Calendar

Proposed Board Motion

I move that the board approve the addition of alternate committee members to the Academic Committee (i.e. Serdar Orazov) and to the Finance Committee (i.e. Diane Gonzalez), and the continuation of committee chairs as stated below and approval of the 2019-20 MPS Committee Meeting Calendar.

- Academic Committee Chair; Dr. Saken Sherkhanov
- Finance Committee Chair; Mr. Serdar Orazov
- Facilities/Audit Committee; Ms. Charlotte Brimmer
- Stakeholder Engagement; Ms. Sandra Covarrubias
- Governance/Nominating; Dr. Umit Yapanel

Introduction

MPS Board Committees meet as needed. Based on 2018-19 meetings and needs, MPS staff has created the attached calendar as place holders for meetings.

Background

Committees' role is to review items and recommend changes and/or approvals of items before they get to the full board for final approval.

Budget Implications:

• There may will be additional costs incurred by the organization to reflect the extra hours worked by school staff when they need to keep campuses open for these meetings and transportation expenses by staff and board members when attending these meetings. These expenses are not in the proposed budget.

Attachments:
2019-20 Committee Calendar

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

2019-2020

Magnolia Public Schools
Board of Directors
Committee Calendar

Committee	Chair	Board #2	Board #3	Board #4	Alternate Board
Academic	Saken	Shohrat	Salih	Sandra	Serdar
Finance	Serdar	Shohrat	Saken	Sandra	Diane
Facilities/Audit	Charlotte	Umit	Haim	Salih	Saken
Stakeholder Engagement	Sandra	Umit	Diane	NA	Haim
Governance/Nominating	Umit	Salih	Haim	NA	Diane

Summer/Fall

7/3/19	**8/1/19**	**8/6/19**	**9/5/19**	**10/3/19**
Finance @ 6pm	Finance @ 6pm	Academic @ 6pm	Finance @ 6pm	Finance @ 6pm
Facility @ 7pm	Facility @ 7pm		Facility @ 7pm	Facility @ 7pm

Fall

11/7/19	**11/12/19**	**12/10/19**	**12/5/19**
Finance @ 6pm	Stakeholder @ 6pm	Academic @ 6pm	Finance @ 6pm
Facility @ 7pm	Gov/Nom @ 6pm	Gov/Nom @ 6pm	Facility @ 7pm

Winter/Spring

1/21/20	2/6/20	3/5/20	3/9/20
Finance @ 6pm	Academic @ 6pm	Facility @ 6pm	Stakeholder @ 6pm
Facility @ 7pm	Finance @ 6pm	Finance @ 7pm	
	Facility @ 7pm		

Spring

4/2/20	5/7/20	6/6/20
Finance @ 6pm	Stakeholder @ 5pm	Finance @ 6pm
Facility @ 7pm	Finance @ 6pm	Facility @ 7pm
	Facility @ 7pm	

Cover Sheet

Approval of 2019-20 MPS Board Meeting Calendars and Appointment of Board Officers

Section: III. Action Items

Item: G. Approval of 2019-20 MPS Board Meeting Calendars and Appointment
of Board Officers

Purpose: Vote

Submitted by:

Related Material: III G Officers and Calendar.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # III *G*- Action Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	Election of 2019-20 MPS Board Officers & Approval 2018-19 Board Meeting Calendars

Proposed Board Motion

I move that the board reappoint Dr. Saken Sherkhanov to serve as the MPS Board Chair,

Mr. Haim Beliak as the MPS Vice-Chair, and Ms. Barbara Torres as the MPS Board Secretary for the 2019-20 school year and to approve the 2019-20 Board Meeting Calendar.

If current Board Officers or any other Board Members would like to serve in a different role, the Board can discuss and change the motion as they see fit.

Introduction

Board Officers are appointed annually at the Annual MPS Board of Directors meeting. The current officers are;

S. Sherkhanov, Chair
H. Beliak, Vice-Chair
B. Torres, Secretary

Background

Article X, Section 3 on page 8 of the MPS Bylaws states, "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."

Calendar- Most meetings fall on the second Thursday of the month unless changed due to holidays or item approval deadlines.

Budget Implications:

None

Attachments:
- 2019-20 Proposed Calendar and
- MPS Bylaws

2019-20 BOARD MEETINGS CALENDAR

Magnolia Educational & Research Foundation
Magnolia Public Schools

All meetings are at: Approximately 6:00 pm (PDT)

Meetings are held at: Locations are confirmed

monthly Meetings will be held on the following dates:

7/11/2019 Home Office

7/28/2019 Board Retreat

8/08/2019 Home Office

9/12/2019   MSA - 1
10/10/2019   MSA- San Diego

11/14/2019   MSA- Santa Ana

12/5/2019   MSA- 2
01/23/2020 MSA- 3
02/13/2020 MSA- 4

02/23/2020 Board Retreat

03/5/2020 MSA- 5

03/24/2020 Board Retreat

04/23/2020 MSA- 6

05/14/2020   MSA-7

06/11/2020   MSA- 8

250 E. 1st Street, Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

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 1HE CORPORATION

Section 1.   PRJNCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 250 East 1st 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 anytime 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 17o(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

Amended and Restated Bylaws of Magnolia Educational & Research Foundation   Page 2 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

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.   RESfRICTION ON EMPWYEE DIRECTORS. No current employees of the corporation may serve on the Board of Directors.

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

Amended and Restated Bylaws of Magnolia Educational & Research Foundation   Page 3 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

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 litw, 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.

Amended and Restated Bylaws of Magnolia Educational & Research Foundation   Page 4 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

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 C,alifornia 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 fil

ARTICLES VIII
MEETINGS

Section 1.   PLACE OF BOARD OF DIRECTORS MEETINGS. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting and which is in compliance with the Ralph M. Brown Act. The Board of Directors 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 in compliance with the Ralph M. Brown Act.

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, fil ' 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 s 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.

Sections.   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.

Amended and Restated Bylaws of Magnolia Educational & Research Foundation   Page 6 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

Powered by BoardOnTrack   1887 of 2549

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 a school district in which at least one of the charter schools operated by the corporation operates;

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;'

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.[2]

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.

• 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.
• The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

ARTICLEX
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.	APPOINrMENT 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.	REMOVALOF OFFICERS. Without prejudice to the rights of anyofficerunder 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

Amended and Restated Bylaws of Magnolia Educational & Research Foundation	Page 8 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

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 Directqrs 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.

ARTICLEXI
CONTRACT'S WITH DIRECfORS

Section 1.   CONTRACTS WITH DIRECTORS. In compliance with Government Code Section 1090 fil . 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).

ARTICLEXII
CONTRACT'S WITH NON-DIRECfOR 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 DIRECfORS 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.

ARTICLEXIV
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.

<div align="center">

ARTICLE XV

INSURANCE

</div>

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.

<div align="center">

ARTICLE XVI

MAINTENANCE OF CORPORATE RECORDS

</div>

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.

<div align="center">

ARTICLE XVII

INSPECTION RIGHTS

</div>

Section 1.   DIRECTORS' RIGIIT 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.

Amended and Restated Bylaws of Magnolia Educational & Research Foundation   Page 11 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

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 tn1st fonds, 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 SfATEMENf OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The corporation shall comply with the reporting requirements of Corporations Code Section 6322.

ARTICLEXIX
BYLAW AMENDMENTS

Section 1.   BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws bya 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.

AR.TICLEXX
FISCALYEAR

Section 1.   FISCAL YEAR OF THE CORPORATION. The fiscal year of the corporation shall begin on July 1st and end on June 30th of each year.

Amended and Restated Bylaws of Magnolia Educational & Research Foundation   Page 12 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

Powered by BoardOnTrack   1893 of 2549

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.

_____ ᗡ/12/20l8

Ms. Barbara Torres
Secretary

Amended and Restated Bylaws of Magnolia Educational & Research Foundation   Page 13 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

Powered by BoardOnTrack   1894 of 2549

MAGNOLIA
PUBLIC SCHOOLS

2019-20 BOARD MEETINGS CALENDAR
Magnolia Educational & Research Foundation
Magnolia Public Schools

All meetings are at: Approximately 6:00 pm (PDT)

Meetings are held at: Locations are confirmed

monthly Meetings will be held on the following dates:

7/11/2019 Home Office

7/28/2019 Board Retreat

8/08/2019 Home Office

9/12/2019   MSA - 1

10/10/2019   MSA- San Diego

11/14/2019   MSA- Santa Ana

12/12/2019 MSA- 2

01/23/2020 MSA- 3

02/13/2020 MSA- 4

02/23/2020 Board Retreat

03/12/2020 MSA- 5

03/24/2020 Board Retreat

04/23/2020 MSA- 6

05/14/2020   MSA-7

06/11/2020   MSA- 8

250 E. 1st Street, Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

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 1st 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.

Amended and Restated Bylaws of Magnolia Educational & Research Foundation   Page 1 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

Powered by BoardOnTrack   1896 of 2549

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.

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

Amended and Restated Bylaws of Magnolia Educational & Research Foundation   Page 3 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

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.

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.

Amended and Restated Bylaws of Magnolia Educational & Research Foundation   Page 5 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

Powered by BoardOnTrack   1900 of 2549

ARTICLES VIII
MEETINGS

Section 1.   PLACE OF BOARD OF DIRECTORS MEETINGS. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting and which is in compliance with the Ralph M. Brown Act. The Board of Directors 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 in compliance with the Ralph M. Brown Act.

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.

Amended and Restated Bylaws of Magnolia Educational & Research Foundation   Page 6 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

Powered by BoardOnTrack   1901 of 254

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 a school district in which at least one of the charter schools operated by the corporation operates;

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;[1]

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.[2]

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.

---

[1] 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.
[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Amended and Restated Bylaws of Magnolia Educational & Research Foundation   Page 7 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

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).

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.

Amended and Restated Bylaws of Magnolia Educational & Research Foundation   Page 11 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

Powered by BoardOnTrack   1906 of 254

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 1st and end on June 30th 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.

10/12/2018

_____

Ms. Barbara Torres
Secretary

Amended and Restated Bylaws of Magnolia Educational & Research Foundation   Page 13 of 13
Adopted: 6/16/08 Amended: 4/19/12, 4/11/13, 12/12/13, 1/9/15, 2/16/15, 8/11/16, 10/26/16, 11/3/16, 10/11/18

Powered by BoardOnTrack   1908 of 2549

Cover Sheet

Approval of Winning Bids for Special Education and Related Services

Section:	III. Action Items
Item:	H. Approval of Winning Bids for Special Education and Related Services
Purpose:	Vote
Submitted by:	
Related Material:	III_H_SPED_Services.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	III H – Action Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Regional Director
RE:	Special Education and Related Services RFP # 5-1-2019 Awardees

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 Special Education and Related Services agreements with Edlogical Groups Corp and eLuma online therapy services.

Background

On May 1, 2019, MPS solicited proposals to establish a contract through competitive negotiations for the purpose of entering into a contract with qualified vendor(s) to provide special education and related services in grades TK-12. These services will be specifically to be provided as needed to assist an individual with exceptional needs to benefit from special education. Related services are determined by an IEP team and the IEP will specify frequency and duration of each service. Services are to commence with the beginning of the 2019-20 school year, with an implementation plan to be developed in a timely basis in order to use the services for the 2019-20 school year.

MPS collected 12 responses from vendors nationwide by the RFP deadline May 24, 2019 3:00 p.m. PST. An evaluation team consisting of school site representatives from all schools and home office were put together. By May 29, 2019, the team reviewed all proposals based on the criteria below.

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

Evaluation Criteria	Maximum Points
1.**Program Plan**: The adequacy and completeness of the plan offered addressing the Scope of Services. a. Clearly defined components of service delivery and implementation b. Evidence of school-based therapy/ instructional supports c. Clear explanation of organizational structure and contacts	30
2.**Contractor's Capabilities**: The demonstrated ability of the Contractor to provide services. a. Vendor experience and level of knowledge b. List of references c. Resume(s) d. Ability to provide all necessary services e. Explanation of how the vendor is organized and how its resources will be utilized	40
3.**Financial Proposal**: Reasonable and customary fees for providing services.	30
Total Allowable Points	100

Based on the evaluations of all 12 responses, the team decided offer an award to two companies; Edlogical Groups Corp and eLuma online therapy services.

Budget Implications.

This is a budgeted item. All schools budgeted appropriate expenses based on the current and future student projections.

*** Budget implications have been reviewed and approved by the CFO.

Funding Source

LCFF Federal and State appropriations.

Name of Staff Originator: Erdinc Acar, CAO

Attachments

1- MPS SPED and Related Services RFP # 5-1-2019

2- Edlogical Groups Corp Proposal

3- eLuma Online Therapy Services Proposal

REQUEST FOR PROPOSALS (RFP)
for

Special Education Instructional & Related Services

RFP# 5-1-19

Issued by:

MAGNOLIA PUBLIC SCHOOLS (MPS)

250 East 1st Street Los Angeles, Suite 1500, CA 90012
www.magnoliapublicschools.org

Issue Date: May 1, 2019
Closing Date for Submission and Receipt: May 24, 2019 3:00 p.m. PST
Proposals are to be submitted in (2) copies to:

    Contact Name: Erdinc Acar
    Title: Chief Academic Officer
    Address: 250 E 1st St. Suite 1500
    Office: (213) 628 – 3634   Fax: (714) 362-9588
    Email: eracar@magnoliapublicschools.org

Note: Please use the proposal name above on all RFP correspondence.

MPS reserves the right to revise and amend the specifications prior to the date set for the receipt of proposals. Respondents are requested to clarify any ambiguity, conflict, discrepancy, omission or other error(s) in the RFP in writing. Revisions or amendments, if any, will be made by issuing an addendum. Every effort will be made to send addenda issued to the parties known to have been furnished a complete copy of the RFP. It is the responsibility of each Vendor, prior to submitting the Proposal, to contact MPS to determine if addenda were issued and, if so, to obtain such addenda for attachment to the Proposal. Please check the MPS website at https://magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=284296&type=d to receive any addenda to this RFP. Please submit any questions or comments concerning this solicitation directly in writing to Erdinc Acar at eracar@magnoliapublicschools.org.

Table of Contents

A. Background and Purpose

Magnolia Public Schools (MPS), a charter management organization (CMO), is made up of 10 school sites located throughout Southern California, serving the educational needs of 3,900-4,000 students in grades TK-12.

MPS Charter Management Organization is soliciting proposals to establish a contract through competitive negotiations for the purpose of entering into a contract with a qualified vendor to provide special education and related services in grades TK-12. These services are specifically to be provided as needed to assist an individual with exceptional needs to benefit from special education. Related services will be determined by an IEP team and the IEP will specify frequency and duration of each service. See Exhibit A for IEP, related services and eligibility counts for the 2018-19. The info is shared to be used for estimation purposes only.

Contract Period: Services are to commence with the beginning of the 2019-20 school year, with an implementation plan to be developed in a timely basis in order to use the services for the 2019-20 school year. This proposal addresses the contract period July 1, 2019 through June 30, 2020. The contract may be renewed and extended upon mutual written agreement by both parties.

The services and products would be purchased as a consortium to include all MPS schools. Billing would be managed through Magnolia Public Schools. An itemized invoice would be needed each month, showing the percentage due by the size of each school site. Implementation, training and support would be customized for each individual school. Cost breakdown must be broken down per site in order to calculate for budgeting. Any award / contract is subject to MPS's Board of Directors approval and the availability of funds.

MPS does not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

B. Scope of Work and Qualifications

MPS seeks proposals from qualified individuals or firms interested in providing direct and indirect services to students requiring therapeutic and educational services on an "as needed basis". Such service shall include:

- Speech Language Pathologist Services
- Bilingual Speech Language Pathologist Services
- Physical Therapy Services
- Occupational Therapy Services
- DIS Counseling Services
- School Psychologist
- School Nurse
- Paraprofessional support
- Other related services

3 of 13

MINIMUM QUALIFICATIONS: Proposers (specifically, the business that will be contractually bound under the contract with the MPS CMO) will be deemed non-responsive and rejected without any further evaluation if they do not meet the following mandatory qualifications:

1. The Proposer and its key personnel assigned to MPS must have a minimum of one (1) year experience providing services as listed in this RFP.

2. The Proposer and its key personnel must have worked with a minimum of one (1) comparable client that is another K-12 school district.

3. The Proposer must be a Non-Public Agency authorized by the California Department of Education.

PREFERRED QUALIFICATIONS: The Proposer may be evaluated higher if they meet the following qualifications:

1. The Proposer and its key personnel assigned to the MPS must have 5 years' experience providing services as listed in this RFP.
2. The Proposer and its key personnel must have worked with at least three (3) comparable clients that are other K-12 school districts.

SCOPE OF SERVICES:

1. Vendor shall ensure compliance with all applicable federal, state, local statutory requirements, including but not limited to State Board of Education and County Department of Health rules, as well as the MPS board policy. Vendor further shall comply with all requirements mandated by the Individuals with Disabilities Education Act ("IDEA"), Family Education Rights & Privacy Act ("FERPA"), applicable court decrees, MPS policies, as well as any other applicable state and federal laws related to the performance of both initial and re-evaluation of suspected student disability.
2. Vendor shall ensure compliance with all MPS School campus routines and regulations as well as the MPS Uniform Compliance Procedures.
3. Vendor shall ensure adherence to appropriate safety procedures and report potential health or safety hazards to the campus principal.
4. Vendor shall be responsible for ensuring that all personnel providing services to students have undergone a criminal background check in accordance with any applicable state, federal, or local laws, prior to their commencement of services to MPS per Exhibit B.
5. Vendor shall provide to MPS a copy of each current license and/or certificate for persons conducting student assessment interventions; consultations and/or evaluations prior to rendering services. Vendor shall ensure that all licenses and certificates remain current throughout the life of any subsequent contract MPS and a Vendor may enter into.
6. Vendor must maintain all necessary documents for Local Educational Agency (LEA), Medi-Cal billing and/or full-scope Medi-Cal Specialty Mental Health billing through the County Mental Health department. This service includes, but is not limited to, providing detailed records, time sheets and documentation for support services provided and to meet all reporting requirements for insurance and/or Medi-Cal billing purposes. Records by student, clinician, service and schools are to be maintained. Vendor is to work cooperatively with SELPA members as necessary to complete filing of documents in a timely manner.

4 of 13

7. Vendor's assigned staff member shall be responsible for:

   (a) Providing therapy or nursing services as determined for each assigned student;
   (b) Attending required meetings including but not limited to eligibility conferences, IEP meetings, staff development meetings, and parent/teacher meetings consultations with parents, school personnel, and MPS staff, pre-hearing conferences, administrative hearings, and court proceedings.
   (c) Maintaining and submitting individual student reports;
   (d) Completing or assisting with individual evaluations;
   (e) Assisting CMO staff with their assigned student's quarterly progress reports;
   (f) Communicating regularly with school staff about student progress and concerns;
   (g) Providing Magnolia with the assessment documents, protocols and reports within the legal time limits;
   (h) Providing Assessment and Service Logs to the designated schools on a monthly basis for auditing purposes; and
   (i) Assessing all suspected areas of disability for the designated assessment as outlined in IDEA

8. Vendor shall ensure that their staff maintains thorough records and provide required documentation in accordance with MPS policies, the Vendor's documentation requirements, as well as local and federal mandates (i.e., Tracking Forms, logs, assessment protocols, reports, IEPs, progress and attendance notes, etc.).
9. Vendor shall provide professional development as designated by MPS for all employees of Proposer.
10. Vendor shall provide detailed billing reports for each assigned student.
11. Vendor must promptly notify MPS concerning any litigation or claims filed with any federal or State agency involving the Vendor or its parent or subsidiary companies.
12. Vendor must indemnify and provide insurance coverage that will minimize MPS exposure per the limits in Exhibit B.

5 of 13

C. Key Dates and Deadlines

RFP Issue Date	May 1, 2019
Deadline for Questions	May 15, 2019 to Erdinc Acar (213) 628 – 3634 eracar@magnoliapublicschools.org
Submit Sealed Proposals By	May 24, 2019 3:00 p.m. PST All proposals received after the date and time set for receipt will be REJECTED. Proposals received after the time and date set will not be considered.
Board Approval	June 13, 2019 – MPS Board will act on staff recommendation for approval

Magnolia Public Schools reserves the right to modify the aforementioned schedule at its discretion. Notification of changes in the RFP due date and deadline for questions will be via e-mail. Changes in any other anticipated dates will not be released unless deemed necessary at the sole discretion of Magnolia Public Schools.

MPS reserves the right to revise and amend the specifications in this RFP prior to the date set for the receipt of proposals. Respondents are requested to clarify any ambiguity, conflict, discrepancy, omission or other error(s) in the RFP in writing. Revisions or amendments or clarifications, if any, will be made by issuing an addendum. Every effort will be made to send addenda issued to the parties known to have been furnished a complete copy of the RFP. It is the responsibility of each vendor, prior to submitting the Proposal, to contact MPS to determine if addenda were issued and, if so, to obtain such addenda for attachment to the Proposal. Please check the MPS website at https://magnoliapublicschools.org/apps/pages/index.jsp?uREC_ID=284296&type=d to receive any addenda to this RFP. Please submit any questions or comments concerning this solicitation directly to Erdinc Acar at eracar@magnoliapublicschools.org. All questions must be submitted in writing.

D. Proposal Requirements

The desired partner is one who has provided a wide-range of products and services to small, medium and large-sized institutions. It is expected that the selected company will be able to provide the following information:

1. **Company Overview**
   a. Provide an overview of your company and services. Attach any relevant marketing materials and data sheets in the Appendices.
   b. Describe the features, functions, and capabilities of your services as they relate to these key aspects of MPS.

2. **Program Plan**: The adequacy and completeness of the plan offered addressing the Scope of Services.
   c. Defined components of service delivery and implementation
   d. Evidence of school-based therapy/ instructional support
   e. Explanation of organizational structure and contacts

3. **Contractor's Capabilities**: The demonstrated ability of the Contractor to provide services.
   a. Vendor experience and level of knowledge

6 of 13

b. List of references
c. Resume(s) of key personnel
d. Ability to provide all necessary services
e. Explanation of how the vendor is organized and how its resources will be utilized.

4. **Financial Proposal:**
   a- Reasonable and customary fees for providing services.
   b- Cost breakdown must be broken down per site in order to calculate for budgeting.

5. **Project Approach:**
   a- Describe your firm's understanding of the proposed assignment and the services it will provide.
   b- Provide a complete definition of the process that will be employed to meet the objectives of this project, (e.g., approach to be taken, etc.).
   c- Provide a list of key staff who will support this project and their professional background.
   d- Provide a detailed implementation plan and any limitations.

6. **Training and Support:**
   a- Describe below the typical training your company provides.
   b- Describe vendor support facilities, services provided with the standard agreement, optional support available at additional cost and the cost for optional support.
   c- Describe vendor users/client's community and what resources are provided to clients (listserv, knowledge base, users conference, best practices, review panel for setting product enhancement priorities, etc.).
   d- Describe additional proposed trainings and cost breakdown.

7. **Additional Services:**
   List any additional services that your firm may have to offer with a pricing structure.

8. **Pricing:**

Please provide proposed pricing for the services requested. MPS requires full disclosure of any/all pricing to include any "hidden" or "additional charges". MPS will not be liable for hidden costs or additional charges not disclosed.

a. **Flat Daily Rate** -Which will include the provision of all services required including but not limited the provisions provided in this document. Please provide details as to what specifically the daily rate includes.

b. **Flat Hourly Rate** - Which will include the provision of all services required including but not limited the provisions provided in this document. Please provide details as to what specifically the hourly rate includes.

c. **Specific Cost per service**:

- Price for Direct Therapy/Service: Per hour / per student / other
- Price for Consultative Therapy/ Service: Per hour / per student / other

7 of 13

- • Price for Supervision of Staff: Per hour / per student / other
- • Price for Evaluation & Written Report: _____ each evaluation and report. Specify the report, maximum hour and price.
- • Price for Development or Amending of Student IEP's: _____ each IEP (per hour or fraction thereof.)
- • Price for Attending or Conducting Eligibility Meetings:
- • Price for Completion of Medicaid Paperwork: __ per completion of forms.
- • Price for providing in service:
  Price for providing in home training:

9. **Assurances and Insurance requirements**
   a- Vendor shall meet the insurance requirements as in Exhibit B
   b- Vendor shall comply with the requirements as in Exhibit C
   c- Vendor shall comply with HIPPA/FERPA and related laws including Student Online Personal Information Protection and Student Data Privacy Agreement.

E. Submission Guidelines

Proposals for furnishing the services described herein will be received until: May 25, 2019 3:00 p.m. PST. Vendors are responsible for the delivery of their proposal. Proposals received after the official date and time will be rejected.

Proposals must be submitted in both email and hard copy formats. Email proposal must be in PDF format, digitally signed. Email proposals should be addressed to eracar@magnoliapublicschools.org. Hard copy formats (2) copies should be mailed to:

<div align="center">

Contact Name: Erdinc Acar
Title: Chief Academic Officer
Address: 250 E 1st St. Suite 1500, Los Angeles CA 90012
Office: (213) 628 – 3634
Fax: (714) 362-9588
Email: eracar@magnoliapublicschools.org
www.magnoliapublicschools.org

</div>

The RFP proposal submission deadline must clearly appear on the cover of the proposal.
All questions should be submitted to eracar@magnoliapublicschools.org by May 15, 2019.
This solicitation & any addendum are posted on our website at: www.magnoliapublicschools.org
There will be an optional public bid opening at the aforementioned time and place (attendance at the bid opening is not required.)

Submission Format

Bidders should submit their response in the preferred format:

1. Provide letter of Introduction
2. Table of Contents. Should include a list of all sections and appendices in the RFP response and

indice corresponding page numbers, if appropriate.

3. Organization's name, contact person, address, telephone number(s), fax number and qualifications of the firm. A brief introduction of the company and/or managing staff. Bids should be signed by person(s) authorized to bind the company to their proposed offer (RFP response).

4. Attach other information as required by the RFP including past parent and student feedback, key staff bios or resumes, and other relevant information. Including Letters of recommendation from schools and parents.

5. Proposal Content. Full details of the bidder's Proposal including: general approach, methods, and explanations of how all RFP specifications will be achieved.

6. Cost break down including add-ons. Bidder should include various costs models associated with program operation and delivery.

7. Appendices

8. Bidders will provide with their Proposal three (3) references, including contact information of the end-user for services of a similar nature, including the dollar value where available.

9. **Vendor Services Agreement**: Vendor should include any proposed contract and maintenance agreement language for review.

F. RFP Conditions

Evaluation Criteria

This is a NEGOTIATED procurement and as such, award will not necessarily be made to the individual(s) or firm(s) submitting the lowest price proposal. Award(s) will be made to the individual(s) or firm(s) submitting the best responsive proposal satisfying the requirements, price factors considered.

The committee evaluating the proposals submitted in response to this RFP may require any or all individuals or firms to give an oral presentation to clarify or elaborate on their proposal as well as to provide a demonstration. Upon completing of oral presentations or discussions. Contractors may be requested to revise any or all portions of their proposals.

MPS will evaluate each individual's or firm's proposal in the areas of the proposal plan, experience, service capabilities, product quality, cost and best value on the pre-determined evaluation criteria below.

Evaluation Criteria	Maximum Points
1.**Program Plan**: The adequacy and completeness of the plan offered addressing the Scope of Services. a. Clearly defined components of service delivery and implementation b. Evidence of school-based therapy/ instructional supports c. Clear explanation of organizational structure and contacts	30

2.**Contractor's Capabilities**: The demonstrated ability of the Contractor to provide services. a. Vendor experience and level of knowledge b. List of references c. Resume(s) d. Ability to provide all necessary services e. Explanation of how the vendor is organized and how its resources will be utilized	40
3.**Financial Proposal**: Reasonable and customary fees for providing services.	30
Total Allowable Points	100

Acceptance of Proposal

- Bid will be awarded in writing to the bidder whose Proposal is determined to be the best fit for individual school goals, as determined under the sole discretion of the school's evaluation committee and approved by the Board afterwards.
- The MPS and the Board reserve the right to reject any or all Proposals or to waive any formality or technicality in the best interest of each school.

Specific Information

Proposals shall be signed by an authorized representative of the bidder. All information requested must be submitted. Failure to submit all information requested may result in MPS requiring prompt submission of missing information and/or receipt of a lowered evaluation of the proposal. Proposals which are substantially incomplete or lack key information may be rejected by the purchasing agency.

Proposals should be prepared simply and economically, providing a straightforward, concise description of capabilities to satisfy the requirements of the RFP. Emphasis should be placed on completeness and clarity of content.

Proposals should be organized in the order in which the requirements are presented in the RFP. Information which the bidder desires to present that does not fall within any of the requirements of the RFP should be inserted at an appropriate place or be attached at the end of the proposal and designated as additional material. Proposals that are not organized in this manner risk elimination from consideration if the evaluators are unable to find the RFP requirements are specifically addressed.

Bids must be valid for at least 120 days from the bid opening. Submission of a response to the request for proposal constitutes an acknowledgement and acceptance of all bid specifications by the responding vendor.

Proposal Revisions

Proposal revisions must be received prior to the RFP submission closing date and time. Disclosure All documents submitted by bidders shall become the property of MPS. Proposal information is proprietary and as such shall be treated as confidential until such time as a Provider is selected by MPS and an award is made, when all submissions considered by MPS become public record.

Information pertaining to the schools obtained by the bidder as a result of participation in this project is confidential and must not be disclosed without written authorization from MPS.

EXHIBIT A: Magnolia Public Schools 2018-19 Related Services and Eligibility Info

Table 1: 2018-2019 Estimate of IEP and Related Services Counts

School	IEP	Speech	OT	APE	Couns	DHH	Health	Psych	AT	PT	BIC	BID	BII
MSA-1, Reseda	93	27	1	1	10	2				1			
MSA-2, Valley	88	14		1	24	1							
MSA-3, Carson	60	2						YES					
MSA-4, Venice	39	9	5	1	10	1					1		
MSA-5, Valley	50	8	2	2	16	3							1
MSA-6, Palms	31	4			3	2		YES					
MSA-7, Northridge	42	26				1		YES					
MSA-8, Bell	48	15	4	3	17	3							
MSA-Santa Ana	93	55											
MSA-San Diego	59	17	14	2	16		1-CNA, LVN	YES	1	1			
Total	**603**	**177**	**26**	**10**	**96**	**13**	**1**	**4**	**1**	**2**	**1**	**0**	**1**

Table 2: 2018-2019 Eligibility Info

School	IEP Count	SLD	SLI	HOH/DHH	AUT	OHI	OI	ID	VI	ED
MSA-1, Reseda	93	71	8	2	4	7	1			
MSA-2, Valley	88	46	5	1	8	15	1	1		
MSA-3, Carson	60	37	1		10	8		1		2
MSA-4, Venice	39	21	1	1	7	12				
MSA-5, Valley	50	25	9	2	6	8				
MSA-6, Palms	31	21	1	1	3	6			1	
MSA-7, Northridge	42	13	18		6	1	1	1		
MSA-8, Bell	48	32	3	3	5	6	1		1	
MSA-Santa Ana	93	44	17	1	20	14	0	1	0	2
MSA-San Diego	59	27	3	1	6	23	1			
Total	**603**	**337**	**66**	**12**	**75**	**100**	**5**	**4**	**2**	**4**

EXHIBIT B: Insurance Requirements

This applies to Special Education Services provided by licensed or certified individuals, such as Consultants, Diagnosticians, Therapists, etc.

PROFESSIONAL SERVICE CONTRACTS - BASIC INSURANCE REQUIREMENTS MAY VARY DEPENDING ON CONTRACT REQUIREMENTS AND ACTUAL SCOPE OF WORK.

INSURANCE LIMITS:
COMMERCIAL GENERAL LIABILITY

Per Occurrence Limit	$1,000,000
Personal & Advertising Injury	$1,000,000
Products & Completed Operations Aggregate	$3,000,000
General Aggregate Limit	$3,000,000
Fire Damage (Any One Fire)	$100,000
Medical Payments (Any One Person)	$5,000

COMMERCIAL AUTO POLICY
Combined Single Limit
$1,000,000
*All owned, hired and non-owned autos, if no owned autos, only hired and non-owned is required.

WORKER'S COMPENSATION STATUTORY
Employer Liability $1,000,000
*Sole proprietors with no employees are exempt from providing WC coverage, but must provide a signed waiver statement.

ERROR'S & OMISSIONS (E&O)
Per Occurrence $1,000,000
General Aggregate Limit $1,000,000 *Professional Liability coverage is required for all professional services and consulting
 *All owned, hired and non-owned autos, if no owned autos, only hired and non-owned is required.

12 of 13

EXHIBIT C: Fingerprinting, Clearences and Mendated Trainings

The contractor (entity), shall comply with the requirements of Education Code Section 45125.1, including but not limited to the following:

Background Clearance Requirements:

1. Obtain California Department of Justice (CDOJ) clearance for contractor employees as required by EC 45125.1.

2. Prohibit its employees from coming in contact with pupils until CDOJ clearance is ascertained as required by EC 45125.1(f).
3. Certify in writing to the SELPA and provide the certification for this contract that none of its employees who may come in contact with pupils have been convicted of a violent or serious felony as required by EC 45125.1(g).
4. Provide a list of the names of its employees who may come in contact with pupils to the MPS administrator for this contract. This list shall be revised in a timely manner and shall be by school site, as appropriate.

   (a) Include Dates of DOJ Clearances, T.B. Clearances and Child Abuse Training must be on the list of names.
   (b) This list must be updated as adjustments are made which include changes in assigned personnel.

EDLOGICAL GROUP CORP

MAGNOLIA PUBLIC SCHOOLS (MPS)

RFP NO. 5-1-2019

Dianne Valentin
Chief Operating Officer - President
Phone: 800-971-3354 Ext. 102
Fax: 951-552-1963
Email: diannevalentin@edlogical.com
www.edlogical.com
May 24,2019

EdLogical Group Corp. MPS RFP No.5-1-2019

Powered by BoardOnTrack   1925 of 2549

Introduction

EdLogical Group Corp is pleased to present Magnolia Public Schools with the following proposal to provide Special Education Services and Support for the 2019-2020 academic school year. EdLogical and its team have extensive experience in charter school programs and have expertise in the field of Special Education. We are familiar with the related technical processes and procedures that ensure compliance with the California Department of Education, state and federal regulations as they apply to the Individuals with Disabilities Education Improvement Act, FERPA & HIPPA and Medi-Cal health process.

EdLogical has been an approved Non-Public Agency from the CDE & Department of Justice since 2013 and follows all the mandated guidelines in compliance with fingerprinting, employee background, employee certification, and record keeping. All EdLogical employees have a minimum of three years' experience in Special Education services in charter school settings and many of our EdLogical employees have over 10 years' experience in special education.

EdLogical is proud of its established relationships with the following schools: Magnolia Public Schools, Bright Star Schools, Champs Charter Schools, Partnerships to Uplift Charter Schools and the Newhall School District. These schools range from K-12 and EdLogical has the required credentials to meet the requirements set forth in this RFP.

Table of Contents

Edlogical Group Corp

111 West 4th Floor

Long Beach, CA 90802

Reference: MPS - RFP No. 5-1-2019

May 24, 2019

Dear Mr. Acar,

EdLogical Group has completed the RFP No. 5-1-2019 for the Magnolia Public Schools and we are pleased to submit the enclosed proposal for your review. In this cover letter, you will learn about EdLogical Group Corp.

EdLogical has years of experience collaborating with all MPS personnel, parents, students, and stakeholders. In addition, EdLogical personnel understand the need to provide the MPS and its staff, students, and their families with the necessary educationally-related services pursuant to the parameters stipulated in the students' Individualized Education Plan in a fiscally-prudent manner that is consistent with the cultural mores, processes, and procedures of the school/agency environment.

The MPS will find complete and thorough information as requested in the RFP. Please contact me should an element be missing, or if you require more detailed information.

This document contains proprietary and/or confidential information. The top right corner of pages containing proprietary and/or confidential information are marked to make this distinction.

We appreciate that the MPS is allowing EdLogical to have the opportunity to be part of a well-established charter organization. We look forward to meeting and continuing our relationship with MPS.

I, Dianne Valentin, certify that the information contained in this proposal is accurate to the best of my knowledge and that all attachments required to be submitted as part of the proposal are certified to be true and binding upon our company.

Sincerely,

Dianne Valentin

Dianne Valentin

Chief Operating Officer - President

Office Phone: 800-971-3354 Ext. 102

Fax# 951-552-1963

Cell# 818-554-6742

diannevalentin@edlogical.com

Company Overview

EdLogical Group Corp was founded in 2009 and its primary focus is providing Special Education Services for students receiving special education services and support. For the past 10 years, we have helped support charter schools and school districts to navigate the complex issues of these programs by providing high-quality, knowledgeable special educators. Our team is comprised of Regional Directors of Special Education Services, School Psychologists, Resource Specialist Teachers, and Speech and Language Pathologists. All team members are professional educators or practicing clinicians with a comprehensive understanding of the programmatic, administrative and fiscal issues of program development and service delivery for occupational therapy, physical therapy, speech therapy, behavioral therapy, and other specialized support areas.

Our team has years of experience in some of the most challenging schools in California. We have the experience and knowledge in how to successfully collaborate with schools and support staff. Our unique approach to providing services – whether it's employing our proprietary methodology for educational assessments, strategy and implementation programs for school improvement, coaching and mentoring, or embedding our uniquely qualified staff – ensures cost-certainty and program fidelity. In both educational and healthcare settings, our teams of experts are confident innovators and forward-thinkers with an unwavering focus on positive outcomes, no matter what the challenge.

What sets EdLogical apart from many other agencies of its kind, is our focus on positive student outcomes. Our leadership team is comprised of current and former educators and we understand the day-to-day operations of a variety of school environments. As such, we are able to successfully support schools in meeting the challenges of providing superior service when it comes to direct services, assessments, professional development, coaching, mentoring and other support the school may need. We are more than a business; we are a collaborative with experts in every area of special education. Which is why we can come in and provide support to schools quickly, even when they are in a bind and support schools through a wide range of areas. Whether it is helping a school become compliant with IEPs due to staffing issues, taking numerous assessments because of a high volume of requests and seeing the SST process through completion, or providing innovative modules of training and professional development to teachers, support staff, administrators and parents, EdLogical can cover all of these needs and so much more!

Scope of Services :

1. **Adaptive Physical Education Teacher**: Credentialed Adapted Physical Education provides instructional techniques to improve students' movement performance in gross motor skills, object control skills, fine motor skills, functional skills, and perceptual motor skills.

2. **Audiologist:** Our Audiologist provides services for students with hearing loss and impairment that can negatively impact communication skills and/or access to the core curriculum. Educational audiology services are comprehensive, collaborative, and designed to address the student's individual communication, academic, and psychosocial needs.

3. **Behavior Intervention-Design and Planning:** Using information from the assessments, our BID providers design a behavioral intervention plan (BIP) describing the ABA interventions necessary to increase students' appropriate behaviors and reduce problem behaviors.

4. **Behavior Intervention-Implementation:** EdLogical BII providers implement each student's BIP using a variety of ABA techniques, such as discrete trial teaching (DTT) and naturalistic teaching strategies (NATS) to increase each student's appropriate behaviors and decrease his or her problem behaviors.

5. **Guidance Counselor:** Our Guidance Counselor works with students and parents individually or in groups and counsels them on educational, career, and social/emotional issues in order to affect positive behavior changes and academic performance.

6. **Health and Nursing Services**: School Nurse services are provided by a qualified and credentialed school nurse. The students' health issues are managed on-site at school and include hearing and vision screenings as well as consultations with students, parents, and teachers. In addition, the nurse provides specialized physical health care services necessary during the school day to enable the child to attend school.

7. **Language and Speech Development and Remediation**: A Credentialed/Licensed Speech Therapist provides services to address difficulties in students' ability to express their thoughts and ideas and enhances their ability to access school curriculum.

8. **Occupational Therapy:** A Licensed Occupational Therapist provides services to address difficulties in the students' ability to perform functional skills that enables them to access curriculum. Occupational therapy assists in improving, developing, or restoring functions, improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.

9. **Orientation and Mobility Instruction:** These services are provided to blind or visually impaired students by qualified, credentialed personnel to enable students to attain systematic orientation to, and safe movement within their environments in school, home, and community.

10. **Parent Counseling/Trainer:** A Parent Counseling Trainer counsels and trains students, parents, and staff individually or in groups on educational, career, and social/emotional issues to impact positive behavior changes and academic performance.

11. **Psychological Services:** Other than Assessment and IEP Development, Credentialed/Licensed Therapist obtain, integrate, and interpret information about student behavior and conditions relating to learning, consult with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations In addition, they plan and manage a program of psychological services, including psychological counseling for children and parents, and assist in developing positive behavioral interventions and strategies.

12. **Social Worker:** A Social Worker supports instructional, non-instructional, and administrative personnel in the acquisition and maintenance of optimal learning outcomes for all students by utilizing skills in problem solving, social/emotional/behavioral assessment and intervention, case-management, wraparound service delivery, data collection and analysis, consultation and collaboration, and crisis management.

13. **Specialized Services for Low Incidence DHH** : Credentialed instructors make recommendations about the scope and extent of services required for each student to access the core curriculum, support IEP goals and objectives and/or classroom instruction as applicable. They also provide direct instruction in auditory, communication, and compensatory skills.

Program Plan

C: Defined components of service delivery and implementation

EdLogical is proud to offer the following programs and services as part of its program plan for MPS.

Administrative Support: EdLogical provides administrative support from highly experienced special education professionals in the areas of compliance review, consultation, leadership development, coaching, and mentoring support. Currently, the professionals providing administrative support have an average of 20 years of experience. These services can be implemented according to the needs of each school. For example, if an Administrative Support Consultant is needed three times per week for four hours each meeting, which is a total of 12 hours per week of administrative support, that is a support that EdLogical can provide. Consultation and follow-up with executive leadership to provide them data, reports and feedback on how the service is being provided and how the professionals on the campus receiving the support are responding to it are included with this support. This model allows for consistent feedback so that adjustments can be made at any given time to meet the unique needs of the school and the professionals receiving the support.

IEP Attendance: With our focus on positive student outcomes in everything we do, it is essential that we attend IEP meetings to report on progress from direct services, or to report on an assessment that we have conducted. Our experienced professionals do not just attend IEP meetings, but they make contributions that will give the team strategies on how to support the needs of the whole student regardless of whatever needs the student may have at that time. We take IEP attendance very seriously and work closely with teams to schedule multiple meeting options to ensure that all IEPs remain in compliance and there is no time lost in the delivery, support, and services for students.

Assessments (Psycho-educational, Speech and Language, Occupational Therapy, Adapted Physical Education, Physical Therapy and Functional Behavioral): We provide evidence-based assessments that are compliant with the California Education Code and support best practices within special education. We work collaboratively with students, staff, and parents to ensure that all areas of compliance are covered in each assessment. We provide assessments that are legally defensible using a set of criteria and a checklist that ensures they are thorough. Our service providers know how to take these assessment reports that may be overwhelming for a parent or guardian and translate them into a way where parents understand how this information applies in the classroom and in the home. This creates a deeper partnership between the parent, the school, and the student. This partnership and information help school site staff to develop goals and objectives that assist in providing positive student outcomes and achieve the progress needed to move forward on goals, objectives and academic as well as social-emotional performance.

Behavior Intervention Implementation and Behavior Intervention Design: We employ highly- trained Behavior Intervention Implementation Specialists (BII). Before they are dispatched to any school site, they must engage in a minimum of 40 hours of professional development in Applied Behavior Analysis (ABA), behavioral data collection practices, and trauma informed practices. In addition to BII support, we also employ school psychologists and Board-Certified Behavior Analysts (BCBA) to supervise the work of the BIIs. The function of the BCBAs is to provide mentoring, coaching, and ongoing guidance as well as

opportunities to review the data the BII has collected on the student so they can inform staff on how to best support the student's social-emotional needs.

Direct Services (Vision and Hearing Screenings, Speech and Language Services, DIS Counseling, Occupational Therapy, Physical Therapy, Adapted Physical Education, Special Education Instructional Assistant Support and Resource Specialist Teacher Support): We provide direct services and support in the above listed areas. The professionals we employ have all worked in educational environments for many years and understand the operations of the school environment. Our team is well-versed in engaging students in direct services in both the individual service and group service setting. In addition, all service providers are well-versed in many web-based IEP programs such as SEIS and Welligent. Familiarity with these web-based programs is critical to tracking the services they provide, ensuring compliance, and gives the school access to the data so it is readily available if requested by parents/guardians, teachers, and/or administrators.

Consulting Services/Case Management: We provide highly experienced professionals that can provide consultation and case management services for any special education area. This service is beneficial to schools needing to catch up on, and possibly clean up, compliance issues in the area of IEP compliance and case management.

Technical Support/Professional Development: We provide technical support for various IEP platforms, service tracking, and other school and district expectations around IEP compliance. We monitor services and support on a weekly basis and provide feedback around compliance and instruction. Additionally, we provide professional development in every area of special education for all stakeholder groups including parents/guardians, teachers, support staff, and administrators. We are pleased to customize professional development opportunities to meet the needs of the school or district.

D: Evidence of School-Based Therapy and Instructional Support

EdLogical provides school-based therapy in several areas including counseling and mental health therapy such as Educationally Related Intensive Counseling Services (ERICS). We provide highly trained counselors and psychologists, many of which are doctoral level practitioners that understand how to provide a therapeutic approach in a school-based setting that will assist in meeting the social-emotional and academic needs of all students. These instructional support services can be provided within a group or individual setting depending upon the needs of the student and the recommendation of the IEP team. For your reference, we have included a copy of our Quality Assurance Review(QAR) as Appendix A. The QAR is a quality monitoring tool that helps us to measure the effectiveness of our programs.

E: Explanation of Organizational Structure and Contacts

EdLogical is successfully managed by Dianne Valentin, Chief Operating Officer. Dianne is responsible for all day-to-day operations and is supported by our highly-trained team of advisors, school psychologists, speech and language pathologists, behavioral specialists, special education teachers, case managers, physical therapists, school nurses, adapted physical education teachers, occupational therapists, and mental health professionals. Several administrative assistants support the day-to-day operations of the agency and manage communication with school partners, processing required paperwork, and ensuring the needs of each school partner are met through collaboration and staff support consultations. Our team for MPS is listed below.

Magnolia Public Schools Key Team

Dianne Valentin	**Chief Operating Officer**	**Ext 102**
Stephanie Tongson	**Office Administrator Manager HR**	**Ext 103**
Frank Tocco	**Special Ed Compliance Officer**	**Ext 110**
Harriet Grossman	**SLP Compliance**	**Ext 104**
Lillian Springs	**Nurse/Health Coordinator**	**Ext 105**
Denna Sharp	**SLP Coordinator**	**Ext 106**
Brittany Morrison	**Lead School Psychologist**	**Ext 107**
Steve Mason	**Special Education Quality Assurance**	**Ext 107**

Please refer to Appendix A for Resumes and Company References.

Contractor's Capabilities

All Special Education related services provided by EdLogical are completed in conjunction with the contracted agency via written agreement.   At the discretion of the contracted agency, Special Education support services are provided to students with exceptional needs based on the students' documented Individual Education Program (IEP). Those related services contracted are monitored between the agencies involved in several ways. First, the written IEP drives the services each student requires. Secondly, certificated and classified personnel employed by EdLogical provide specified related services in accordance with the IEP using a positive attendance accounting methodology. Service providers document services provided to students on a monthly basis using verifiable written timesheets. These timesheets, reflecting students served, are signed by the service provider and reviewed by EdLogical and the contracted agency for quality assurance purposes and technical compliance with students' IEPs. All Certificated Personnel contracted by EdLogical are processed to ensure compliance with all required components set forth by the California Department of Education (e.g. Fingerprint/background clearance; California Service Credentials are current and registered with the California Commission on Teacher Credentialing, etc.). The contracted agency and EdLogical confer on a regular basis to ensure all contracted Special Education services are being provided to students, staff, and families as documented in the students' IEP. Should a change or modification of service be warranted, agency personnel and EdLogical personnel, meet and confer as necessary, to determine appropriate action (via the IEP process – e.g. addendum, re-evaluation, modification of service etc.).

Specific monitoring of Certificated personnel providing Special Education related services, takes multiple forms. For example, in the provision of Psychoeducational Counseling, the student receives related services as documented in their respective IEP (frequency, duration, setting etc.). The school psychologist provides the specific service as reflected in the students' instructional goals and objectives and engages in periodic monitoring of progress in the form of "progress reports". These progress reports are provided to agency staff, parents/guardians, students, and pertinent stakeholders as a means to determine progress towards specified goals and documented educational benefit on the students' behalf. Periodic parent conferences are held with Special Education service providers in a manner that is consistent with the General Education school population. EdLogical certificated service providers are monitored in their daily activities by agency support personnel to ensure all services are being provided to students in accordance with their respective IEP. As a cross-check and validation of services provided, EdLogical maintains monthly timesheets reflecting services and activities provided to assigned students, staff, and site-based activities (e.g. classroom observations, teacher/administrator/parent conferences etc.).

EdLogical certified personnel are involved (based on the specific service e.g. Speech therapy, Occupational therapy, etc.). In the event a student warrants a particular type of assessment that the agency may not readily have access to, EdLogical will provide such services on an as-needed basis. This ensures the ability of the agency and EdLogical to provide assessment and evaluation in all areas of suspect disability. In addition, all certificated personnel employed by EdLogical are supervised by EdLogical personnel who have the appropriate service credential in an on-going manner as well as agency site administration oversight. Through monthly timesheets that are maintained by the service provider; written input from agency support

staff; and on-going professional development, EdLogical staff are kept abreast of current best practices, professional roles and responsibilities that reflect appropriate professional standards in the provision of related services to students with exceptional needs and their families. EdLogical personnel strive to become a meaningful part of the "Team" spirit of the agency to insure effective and appropriate provision of Special Education services to students, families and pertinent stakeholders.

Describe the monitoring and supervision of related services providers and how the provisions of related services are tied to the IEP goals

1. Students' progress towards instructional goals and objectives that receive services from EdLogical certificated personnel is stipulated in students' respective IEP in an objective and measurable manner. Periodic progress reports are provided to parents, staff and students in a manner consistent with periodic reporting of general education students served by the agency.

2. In the event data points collected on individual student progress convey a need for intervention or potential re-evaluation, the agency and EdLogical convene multi-disciplinary conferences designed to analyze specific student progress (or lack thereof) as well as any emerging issue that may adversely affect the student to work to their evaluated potential and interventions are designed to ameliorate continued decompensation of skill to the extent determined appropriate via the IEP process.

3. Tests and data sources used for progress monitoring of individuals with exceptional needs are conducted by both the agency and EdLogical certificated personnel. Where appropriate (and determined by the IEP team), all students engage in the state testing and accountability program. In instances where a student demonstrates a specific process deficit for which related services are provided, data points and progress may not always be directly related to all quantifiable data indicators (e.g. deficits in articulation is specific in scope and may not necessarily relate to other aspects of the overall IEP indicators etc.).

Financial Proposal

EdLogical Group Corp.

Magnolia Special Education Bid
2019 – 2020 School Year

Appendix A

Customary Fee

Education Service Provider Type	Hourly Service Fee	Min. Hours On-Site Charge
Administrative Assistant: Office Clerical	$28.50	4
Aide Assistant: Teacher Aide/ School Support/ Paraeducator	$35.00	4
Academic Assessments	$85.00	3
Adapted Physical Education Teacher	$88.00	2
Assistive Technology	$115.00	2
Audiologist	$150.00	2
Behavior Intervention Implementation (BII)	$34.50	4
Behavior Intervention Development (BID)	$85.00	1
Case Manager / Resource Teacher	$85.00	4
COTA Occupational Therapists (OT Services) Includes Supervision	$65.50	3
Credentialed School Nurse: Hearing & Vision Screening, Health Assessment	$85.00	2
DHH	$98.00	1
DIS Counseling Intern (Psych / LMFTI)	$65.00	2
Occupational Therapists (OT)	$101.00	2
Orientation Mobility	$98.00	2

EdLogical Group Corp.

Magnolia Special Education Bid
2019 – 2020 School Year

Appendix A

Education Service Provider Type	Service Fee	Min. Hours On-Site Charge
Orthopedic Impairment	$125.00	**2**
School Psychologist ERMHS/ERICS Counseling, DIS Counseling, Assessment Testing, Functional Behavioral Assessments	$90.00	**2**
School Counselor	$77.50	**6**
Speech and Language Pathologist (SLP)	$98.00	**2**
Speech and Language Pathology Assistant (SLPA) Includes Supervision	$67.50	**3**
Visual Impairment	$98.00	**2**
Translation Services (BCLAD)	$78.00	**1**
Administrator PD /Teacher Support Staff PD Training	$150.00	**2**
Technical Support/ Professional Training & Consultation	$175.00	**2**
Student IEP Development / Amending	$75.00	**.50**
Psych. Assessment Report Writing	$90.00	**8 – 18 (Maximum)**
Speech Assessment	$98.00	**6 – 12 (Maximum)**

Invoice paid 45 days or less 3 % discount

Sixty days credit terms

EdLogical will provide four Professional Developmentals per year

**** EdLogical complies with all California laws and codes of ethics and ensure that all its non-exempt employees when providing services to the school site are provided with the required number of breaks as prescribed by the law of CA.

****No Hiring policy, Magnolia School agrees not to solicit to whom EdLogical hires or contracts with during the terms of the contract, without the advance written consent from EdLogical. EdLogical may grant or deny the request by any of the Magnolia schools. There will a 25% employee hiring fee of the yearly base salary.

MSA 1 2019-2020 Budget Break Down

Budget A: SLPA and Intern Providing Services

Service	Total Dollars
Speech Assessment	$5,476.00
DIS Speech (SLPA)	$26,460.00
DIS OT	$3,582.00
DIS APE	$3,263.00
DIS Counseling (Intern)	$22,098.00
DHH	$1,638.75
Health Assessment	$3,824.50
Visual Impairment	$830.00
PT	$2,058.00
Total Budget Dollars for 2019-2020: $69,230.25	

Budget B: SLP and Psychologist /LMFT Providing Services

Service	Total Dollars
DIS Speech Assessment	$5,476.00
DIS Speech (SLP)	$33,712.00
DIS OT	$3,582.00
DIS Counseling (Psych & LMFT)	$31,320.00
DHH	$1638.75
Health Assessment	$3,824.50
Visual Impairment	$830.00
PT	$2,058.00
Total Budget Dollars for 2019-2020: $90,408.25	

MSA 1 School Budget 2019-2020

A: SLPA & DIS Intern Providing Services

MSA 1	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.SPEECH ASSMNT	DIS Speech (SLPA)	DIS OT	DIS APE	DIS Counseling (INTERN)	DHH	Health Assmnt	Visual Impairment	PT	Total
AUG	$ -	$ -	$ -	$ -	$ -	$1,620.00	$ 202.00	$ 264.00	$1,524.00	$ 213.75	$ -	$ -	$ -	$ 3,823.75
SEP	$ -	$ -	$ -	$ -	$ -	$3,240.00	$ 606.00	$ 528.00	$3,048.00	$ 142.50	$ 75.00	$ -	$ -	$ 7,639.50
OCT	$ -	$ -	$ -	$ -	$ -	$3,240.00	$ 808.00	$ 440.00	$2,286.00	$ 237.50	$ 431.25	$ -	$ -	$ 7,442.75
NOV	$ -	$ -	$ -	$ -	$ -	$2,430.00	$ 101.00	$ 528.00	$1,524.00	$ 95.00	$ 362.50	$ 343.00	$ -	$ 5,383.50
DEC	$ -	$ -	$ -	$ -	$ 1,525.00	$1,620.00	$ 404.00	$ 352.00	$1,524.00	$ 95.00	$ 393.75	$ 392.00	$ -	$ 6,305.75
JAN	$ -	$ -	$ -	$ -	$ 1,686.00	$2,430.00	$ 202.00	$ 176.00	$2,286.00	$ 380.00	$ 431.25		$ 392.00	$ 7,983.25
FEB	$ -	$ -	$ -	$ -	$ 1,093.00	$3,240.00	$ 202.00	$ 176.00	$3,048.00	$ 95.00	$ 799.50		$ 392.00	$ 9,045.50
MAR	$ -	$ -	$ -	$ -	$ 256.00	$3,240.00	$ 202.00	$ 528.00	$3,048.00	$ 95.00	$ 656.25		$ 196.00	$ 8,221.25
APR	$ -	$ -	$ -	$ -	$ 475.00	$2,430.00	$ 555.00	$ 88.00	$1,524.00	$ 95.00	$ 675.00		$ 490.00	$ 6,332.00
MAY	$ -	$ -	$ -	$ -	$ 441.00	$2,160.00	$ 202.00	$ 88.00	$1,524.00	$ 95.00			$ 490.00	$ 5,000.00
JUN	$ -	$ -	$ -	$ -	$ -	$810.00	$ 98.00	$ 95.00	$762.00	$ 95.00		$ 95.00	$ 98.00	$ 2,053.00
Total 2019-2020	$ -			$ -	$ 5,476.00	$ 26,460.00	$3,582.00	$3,263.00	$ 22,098.00	$ 1,638.75	$ 3,824.50	$ 830.00	$ 2,058.00	$ 69,230.25
Total Hours 2019 - 2020	0.00	0.00	0.00	0.00	55.88	392.00	35.47	37.08	348.00	16.72	45.00	8.47	20.38	
Hour Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 67.50	$ 101.00	$ 88.00	$ 63.50	$ 98.00	$ 85.00	$ 98.00	$ 101.00	
Total Budget With Hourly Rate	$ -	$ -	$ -	$ -	$ 5,476.24	$ 26,460.00	$ 3,582	$3,263.04	$ 22,098.00	$ 1,638.56	$ 3,825.00	$ 830.06	$ 2,058.38	$ 69,231.75
Daily Rate						$ 405.00			$ 381.00					

DIS Speech SLPA rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 6 hours a day of services, 2 times a week

DIS Counseling intern rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 6 hours a day of services, 2 times a week

MSA 1 School Budget 2019-2020

B: SLP & School Psychologist Providing Services

MSA 1	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.SPEECH ASSMNT	DIS Speech (SLP)	DIS OT	DIS APE	DIS Counseling (Psych & LMFT)	DHH	Health Assmnt	Visual Impairment	PT	Total
AUG	$ -	$ -	$ -	$ -	$ -	$2,352.00	$ 202.00	$ 264.00	$2,160.00	$ 213.75	$ -	$ -	$ -	$ 5,191.75
SEP	$ -	$ -	$ -	$ -	$ -	$4,704.00	$ 606.00	$ 528.00	$4,320.00	$ 142.50	$ 75.00	$ -	$ -	$10,375.50
OCT	$ -	$ -	$ -	$ -	$ -	$,4,704.00	$ 808.00	$ 440.00	$3,240.00	$ 237.50	$ 431.25	$ -	$ -	$ 9,860.75
NOV	$ -	$ -	$ -	$ -	$ -	$3,528.00	$ 101.00	$ 528.00	$2,160.00	$ 95.00	$ 362.50	$ 343.00	$ -	$ 7,117.50
DEC	$ -	$ -	$ -	$ -	$ 1,525.00	$2,352.00	$ 404.00	$ 352.00	$2,160.00	$ 95.00	$ 393.75	$ 392.00	$ -	$7,673.75
JAN	$ -	$ -	$ -	$ -	$ 1,686.00	$3,528.00	$ 202.00	$ 176.00	$3,240.00	$ 380.00	$ 431.25	$ -	$ 392.00	$10,035.25
FEB	$ -	$ -	$ -	$ -	$ 1,093.00	$4,704.00	$ 202.00	$ 176.00	$4,320.00	$ 95.00	$ 799.50	$ -	$ 392.00	$11,781.50
MAR	$ -	$ -	$ -	$ -	$ 256.00	$4,704.00	$ 202.00	$ 528.00	$4,320.00	$ 95.00	$ 656.25	$ -	$ 196.00	$10,957.25
APR	$ -	$ -	$ -	$ -	$ 475.00	$3,528.00	$ 555.00	$ 88.00	$2,160.00	$ 95.00	$ 675.00	$ -	$ 490.00	$ 8,066.00
MAY	$ -	$ -	$ -	$ -	$ 441.00	$3,136.00	$ 202.00	$ 88.00	$2,160.00	$ 95.00		$ -	$ 490.00	$ 6,612.00
JUN	$ -	$ -	$ -	$ -	$ -	$1,176.00	$ 98.00	$ 95.00	$1,080.00	$ 95.00		$ 95.00	$ 98.00	$ 2,737.00
Total 2019-2020	$ -			$ -	$ 5,476.00	$ 33,712	$ 3,582	$ 3,263.00	$31,320.00	$1,638.75	$ 3,824.50	$ 830.00	$2,058.00	$90,408.25
Total Hours 2019 - 2020	0.00	0.00	0.00	0.00	55.88	392.00	35.47	37.08	348.00	16.72	45.00	8.47	20.38	
Hour Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 98.00	$ 101.00	$ 88.00	$ 90.00	$ 98.00	$ 85.00	$ 98.00	$ 101.00	
Total Budget With Hourly Rate	$ -	$ -	$ -	$ -	$ 5,476	$ 38,416	$ 3,582	$ 3,263	$ 31,320	$ 1,639	$ 3,825	$ 830	$ 2,058	$ 90,410
Daily Rate						$ 588.00			$ 540.00					

DIS Speech rate includes, Welligent/SEIS data entry, session notes and progress notes. All servcies will be performed on site for 6 hours a day of services, 2 times a week

DIS Counseling rate includes, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 6 hours a day of services, 2 times a week

MSA 2 2019-2020 Budget Break Down

Budget A: SLPA and DIS Inter Providing Services

Service	Total Dollars
Speech Assessment	$6,741.50
DIS Speech (SLPA)	$8,910.00
DIS APE	$4,356.00
DIS Counseling (Intern)	$31,432.50
DHH	$1,029.00
Health Assessment	$5,256.50
Total Budget Dollars for 2019-2020: $57,725.32	

Budget B: SLP and Psychologist /LMFT Providing Services

Service	Total Dollars
DIS Speech Assessment	$6,741.50
DIS Speech (SLP)	$12,936.00
DIS APE	$4,356.00
DIS Counseling (PSYCH/LMFT)	$44,550.00
DHH	$1,029.00
Health Assessment	$5,256.50
Total Budget Dollars for 2019-2020: $74,869.00	

16

MSA 2 School Budget 2019-2020

A: SLPA & DIS Intern Providing Services

MSA 2	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.SPEECH ASSMNT	DIS Speech (SLPA)	DIS OT	DIS APE	DIS Counseling (INTERN)	DHH	Health Assmnt	Visual Impairment	PT	REPORT/ TRANSL	Monthly Total
AUG	$ -	$ -	$ -	$ -	$ -	$ 540.00		$ 264.00	$ 1,905.00	$ 147.00	$ 550.00	$ -		$ -	$ 3,406.00
SEP		$ -			$ -	$ 1,080.00		$ 528.00	$ 3,810.00		$ 650.00	$ -		$ -	$ 6,068.00
OCT					$ -	$ 1,080.00		$ 528.00	$ 3,810.00	$ 147.00	$ 650.25	$ -		$ -	$ 6,215.25
NOV					$ -	$ 810.00		$ 396.00	$ 2,857.50		$ 557.25				$ 4,620.75
DEC					$ 2,066.50	$ 540.00		$ 264.00	$ 1,905.00	$ 147.00	$ 306.00				$ 5,228.50
JAN					$ 855.00	$ 810.00		$ 396.00	$ 2,857.50		$ 337.50				$ 5,256.00
FEB					$ 712.50	$ 1,080.00		$ 528.00	$ 3,810.00	$ 147.00	$ 780.75				$ 7,058.25
MAR					$ 2,161.25	$ 1,080.00		$ 528.00	$ 3,810.00		$ 300.00				$ 7,879.25
APR					$ 546.25	$ 810.00		$ 396.00	$ 2,857.50	$ 147.00	$ 774.75				$ 5,531.50
MAY					$ 400.00	$ 810.00		$ 396.00	$ 2,857.50	$ 147.00	$ 350.00				$ 4,960.50
JUN						$ 270.00		$ 132.00	$ 952.50	$ 147.00					$ 1,501.50
Total 2019-2020	$ -	$ -	$ -	$ -	$ 6,741.50	$ 8,910.00	$ -	$ 4,356.00	$ 31,432.50	$ 1,029.00	$ 5,256.50	$ -	$ -	$ -	$ 57,725.50
Total Hours 2019 - 2020	0.00	0.00	0.00	0.00	68.79	132.00	0.00	49.50	495.00	10.50	61.84	0.00	0.00	0.00	
Hourly Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 67.50	$ 101.00	$ 88.00	$ 63.50	$ 98.00	$ 85.00	$ 98.00	$ 101.00	$ 78.00	
Total Budget With Hourly Rate	$ -	$ -	$ -	$ -	6,741.42	$ 8,910.00	$ -	$ 4,356.00	$ 31,432.50	$ 1,029.00	$ 5,256.40	$ -	$ -	$ -	$ 57,725.32
Daily Rate	$ -	$ -	$ -	$ -		$ 270.00			$ 317.50						

DIS Speech SLPA rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 4 hours a day of services, 1 time a week

DIS Counseling Intern rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 5 hours a day of services, 3 times a week

MSA 2 School Budget 2019-2020

B: SLP & School Psychologist Providing Services

MSA 2	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.SPEECH ASSMNT	DIS Speech (SLP)	DIS OT	DIS APE	DIS Counseling (Psych & LMFT)	DHH	Health Assmnt	Visual Impairment	PT	REPORT/ TRANSL	Monthly Total
AUG	$ -	$ -	$ -	$ -	$ -	$ 784.00		$ 264.00	$ 2,700.00	$ 147.00	$ 550.00	$ -		$ -	$ 4,445.00
SEP		$ -			$ -	$ 1,568.00		$ 528.00	$ 5,400.00		$ 650.00	$ -		$ -	$ 8,146.00
OCT					$ -	$ 1,568.00		$ 528.00	$ 5,400.00	$ 147.00	$ 650.25	$ -		$ -	$ 8,293.25
NOV					$ -	$ 1,176.00		$ 396.00	$ 4,050.00		$ 557.25				$ 6,179.25
DEC					$ 2,066.50	$ 784.00		$ 264.00	$ 2,700.00	$ 147.00	$ 306.00				$ 6,267.50
JAN					$ 855.00	$ 1,176.00		$ 396.00	$ 4,050.00		$ 337.50				$ 6,814.50
FEB					$ 712.50	$ 1,568.00		$ 528.00	$ 5,400.00	$ 147.00	$ 780.75				$ 9,136.25
MAR					$ 2,161.25	$ 1,568.00		$ 528.00	$ 5,400.00		$ 300.00				$ 9,957.25
APR					$ 546.25	$ 1,176.00		$ 396.00	$ 4,050.00	$ 147.00	$ 774.75				$ 7,090.00
MAY					$ 400.00	$ 1,176.00		$ 396.00	$ 4,050.00	$ 147.00	$ 350.00				$ 6,519.00
JUN						$ 392.00		$ 132.00	$ 1,350.00	$ 147.00					$ 2,021.00
Total 2019-2020	$ -	$ -	$ -	$ -	6,741.50	$ 12,936.00	$ -	$ 4,356.00	$ 44,550.00	$ 1,029.00	$ 5,256.50	$ -	$ -	$ -	$ 74,869.00
Total Hours 2019 - 2020	0.00	0.00	0.00	0.00	68.79	132.00	0.00	49.50	495.00	10.50	61.84	0.00	0.00	0.00	
Hourly Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 98.00	$ 101.00	$ 88.00	$ 90.00	$ 98.00	$ 85.00	$ 98.00	$ 101.00	$ 78.00	
Total Budget With Hourly Rate	$ -	$ -	$ -	$ -	6,741.42	$ 12,936.00	$ -	$ 4,356.00	$ 44,550.00	$ 1,029.00	$ 5,256.40	$ -	$ -	$ -	$ 74,868.82
Daily Rate	$ -	$ -	$ -	$ -		$ 392.00			$ 450.00						

DIS Speech rate includes, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 4 hours a day of services, 1 time a week

DIS Counseling rate includes, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 5 hours a day of services. 3 times a week

MSA 3 2019-2020 Budget Break Down

Budget A: SLPA Providing Services

Service	Total Dollars
Speech Assessment	$1,615.00
DIS Speech (SLPA)	$10,023.75
DIS OT	$14,998.50
Full Time Psychologist	$103,950.00
DHH	$808.45
Health Assessment	$3,472.50
Total Budget Dollars for 2019-2020: $134,467.06	

Budget B: SLP Providing Services

Service	Total Dollars
DIS Speech Assessment	$1,615.00
DIS Speech (SLP)	$14,553.00
DIS OT	$14,998.50
Full time Psychologist	$103,950.00
DHH	$808.45
Health Assessment	$3,472.50
Total Budget Dollars for 2019-2020: $139,396.31	

MSA 3 School Budget 2019-2020
A: SLPA Providing Services

MSA 3	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.	DIS Speech (SLPA)	DIS OT	DIS APE	DIS School PSYCh.	DIS Counseling (INTERN)	DHH	Health Assmnt	Visual Impairment	PT	REPORT/ TRANSL	Monthly Total
AUG	$ -	$ -	$ -		$ -	$ 607.50	$ 909.00		$ 6,300.00			$ 318.00	$ -	$ -	$ -	$ 8,134.50
SEP		$ -			$ -	$ 1,215.00	$ 1,818.00		$ 12,600.00			$ 231.00	$ -	$ -	$ -	$ 15,864.00
OCT						$ 1,215.00	$ 1,818.00		$ 12,600.00		$ 142.50	$ 75.00	$ -	$ -	$ -	$ 15,850.50
NOV						$ 911.25	$ 1,363.50		$ 9,450.00			$ 731.25	$ -	$ -	$ -	$ 12,456.00
DEC						$ 607.50	$ 909.00		$ 6,300.00		$ 111.15	$ 118.50	$ -	$ -	$ -	$ 8,046.15
JAN					$ 380.00	$ 911.25	$ 1,363.50		$ 9,450.00			$ 600.00	$ -	$ -	$ -	$ 12,704.75
FEB					$ 380.00	$ 1,215.00	$ 1,818.00		$ 12,600.00		$ 221.35	$ 661.50	$ -	$ -	$ -	$ 16,895.85
MAR						$ 1,215.00	$ 1,818.00		$ 12,600.00		$ 111.15	$ 337.50	$ -	$ -	$ -	$ 16,081.65
APR					$ 427.50	$ 911.25	$ 1,363.50		$ 9,450.00		$ 111.15	$ 399.75	$ -	$ -	$ -	$ 12,663.15
MAY					$ 427.50	$ 911.25	$ 1,363.50		$ 9,450.00		$ 111.15		$ -	$ -	$ -	$ 12,263.40
JUN						$ 303.75	$ 454.50		$ 3,150.00				$ -	$ -	$ -	$ 3,908.25
Total 2019-2020	$ -	$ -	$ -	$ -	$ 1,615.00	$ 10,023.75	$ 14,998.50	$ -	$ 103,950.00	$ -	$ 808.45	$ 3,472.50	$ -	$ -	$ -	$ 134,868.20
Total Hours 2019 - 2020	0.00	0.00	0.00	0.00	16.47	148.50	148.50		1155.00	0.00	8.25	40.85	0.00	0.00	0.00	
Hourly Rate	$ 150.00	$ 450.00	$ 65.00		$ 98.00	$ 67.50	$ 101.00	$ 88.00	$ 90.00	$ 63.50	$ 98.00	$ 85.00	$ 98.00	$ 101.00	$ 78.00	
Total Budget With Hourly Rate	$ -	$ -	$ -	$ -	$ 1,614.06	$ 10,023.75	$ 14,998.50	$ -	$ 103,950.00	$ -	$ 808.50	$ 3,472.25	$ -	$ -	$ -	$ 134,867.06
Daily Rate	$ -	$ -	$ -	$ -		$ 303.75			$ 630.00							

Acadmic testing is a fix cost at $450 per student

DIS Speech SLPA rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 4.5 hours a day of services, 1 time a week

Full Time School Psych. Includes Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 7 hours a day of services 5 days a week

20

MSA 3 School Budget 2019-2020

B: SLP Providing Services

MSA 3	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt	DIS Speech (SLP)	DIS OT	DIS APE	DIS School PSYCh.	DIS Counseling (INTERN)	DHH	Health Assmnt	Visual Impairment	PT	REPORT/ TRANSL	Monthly Total
AUG	$ -		$ -		$ -	$ 882.00	$ 909.00		$ 6,300.00			$ 318.00	$ -	$ -	$ -	$ 8,409.00
SEP					$ -	$ 1,764.00	$ 1,818.00		$ 12,600.00			$ 231.00	$ -	$ -	$ -	$ 16,413.00
OCT						$ 1,764.00	$ 1,818.00		$ 12,600.00		$ 142.50	$ 75.00	$ -	$ -	$ -	$ 16,399.50
NOV						$ 1,323.00	$ 1,363.50		$ 9,450.00			$ 731.25	$ -	$ -	$ -	$ 12,867.75
DEC						$ 882.00	$ 909.00		$ 6,300.00		$ 111.15	$ 118.50	$ -	$ -	$ -	$ 8,320.65
JAN					$ 380.00	$ 1,323.00	$ 1,363.50		$ 9,450.00			$ 600.00	$ -	$ -	$ -	$ 13,116.50
FEB					$ 380.00	$ 1,764.00	$ 1,818.00		$ 12,600.00		$ 221.35	$ 661.50	$ -	$ -	$ -	$ 17,444.85
MAR						$ 1,764.00	$ 1,818.00		$ 12,600.00		$ 111.15	$ 337.50	$ -	$ -	$ -	$ 16,630.65
APR					$ 427.50	$ 1,323.00	$ 1,363.50		$ 9,450.00		$ 111.15	$ 399.75	$ -	$ -	$ -	$ 13,074.90
MAY					$ 427.50	$ 1,323.00	$ 1,363.50		$ 9,450.00		$ 111.15		$ -	$ -	$ -	$ 12,675.15
JUN						$ 441.00	$ 454.50		$ 3,150.00				$ -	$ -	$ -	$ 4,045.50
Total 2019-2020	$ -	$ -	$ -	$ -	$ 1,615.00	$ 14,553.00	$ 14,998.50	$ -	$ 103,950.00	$ -	$ 808.45	$ 3,472.50	$ -	$ -	$ -	$ 139,397.45
Total Hours 2019 - 2020	0.00		0.00		16.47	148.50	148.50		1155.00	0.00	8.25	40.85	0.00	0.00	0.00	
Hourly Rate	$ 150.00	$ 450.00			$ 98.00	$ 98.00	$ 101.00	$ 88.00	$ 90.00	$ 63.50	$ 98.00	$ 85.00	$ 98.00	$ 101.00	$ 78.00	
Total Budget With Hourly Rate	$ -		$ -	$ -	$ 1,614.06	$ 14,553.00	$ 14,998.50	$ -	$ 103,950.00	$ -	$ 808.50	$ 3,472.25	$ -	$ -	$ -	$ 139,396.31
Daily Rate	$ -	$ -	$ -	$ -		$ 441.00			$ 630.00							

Acadmic testing is a fix cost at $450 per student

DIS Speech rate includes Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 4.5 hours a day of services, 1 time a week

Full Time School Psych. Includes Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 7 hours a day of services 5 days a week

21

MSA 4 2019-2020 Budget Break Down

Budget A: SLPA and DIS Intern Providing Services

Service	Total Dollars
DIS Speech (SLPA)	$10,023.75
DIS OT	$7,882.20
DIS APE	$2,4775.75
DIS Counseling (Intern)	$14,672.50
DHH	$2,414.90
Health Assessment	$1,461.50
BIC	$32,917.50
Total Budget Dollars for 2019-2020: $71,850.10	

Budget B: SLP and Psychologist /LMFT Providing Services

Service	Total Dollars
DIS Speech (SLP)	$14,533.00
DIS OT	$7,882.00
DIS APE	$2,477.75
DIS Counseling (Psych & LMFT)	$20,790.00
DHH	$2,424.90
Health Assessment	$1,461.50
BIC	$32,917.50
Total Budget Dollars for 2019-2020: $82,495.61	

22

MSA 4 School Budget 2019-2020
A: SLPA & DIS Intern Providing Services

MSA 4	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.S PEECH ASSMNT	DIS Speech (SLPA)	DIS OT	DIS APE	DIS Counseling (INTERN)	DHH	Health Assmnt	BIC	Visual Impairment	PT	REPORT/ TRANSL	Monthly Total
AUG	$ -	$ -	$ -	$ -	$ -	$ 607.50	$ 735.00	$ 188.00	$ 889.00	$ 285.00	$ 127.50	$ 1,995.00	$ -	$ -	$ -	$ 4,827.00
SEP	$ -	$ -	$ -	$ -	$ -	$ 1,215.00	$ 1,372.00	$ 188.00	$ 1,778.00	$ 285.00	$ 127.50	$ 3,990.00	$ -	$ -	$ -	$ 8,955.50
OCT	$ -	$ -	$ -	$ -	$ -	$ 1,215.00	$ 1,176.00	$ 188.00	$ 1,778.00	$ 475.00		$ 3,990.00	$ -	$ -	$ -	$ 8,822.00
NOV	$ -	$ -	$ -	$ -	$ -	$ 911.25	$ 553.70	$ 187.50	$ 1,335.50	$ 285.00	$ 300.00	$ 2,992.50	$ -	$ -	$ -	$ 6,565.45
DEC	$ -	$ -	$ -	$ -	$ -	$ 607.50	$ 294.00	$ 187.50	$ 889.00	$ 95.00	$ 37.50	$ 1,995.00	$ -	$ -	$ -	$ 4,105.50
JAN	$ -	$ -	$ -	$ -	$ -	$ 911.25	$ 563.50	$ 337.50	$ 1,333.50	$ 324.90	$ 150.00	$ 2,992.50	$ -	$ -	$ -	$ 6,613.15
FEB	$ -	$ -	$ -	$ -	$ -	$ 1,215.00	$ 1,127.00	$ 337.50	$ 1,778.00	$ 285.00	$ 474.00	$ 3,990.00	$ -	$ -	$ -	$ 9,206.50
MAR	$ -	$ -	$ -	$ -	$ -	$ 1,215.00	$ 1,029.00	$ 150.00	$ 1,778.00	$ 190.00	$ 150.00	$ 3,990.00	$ -	$ -	$ -	$ 8,502.00
APR	$ -	$ -	$ -	$ -	$ -	$ 911.25	$ 490.00	$ 318.75	$ 1,335.50	$ 95.00	$ -	$ 2,992.50	$ -	$ -	$ -	$ 6,143.00
MAY	$ -	$ -	$ -	$ -	$ -	$ 911.25	$ 441.00	$ 270.00	$ 1,333.50	$ 95.00	$ 95.00	$ 2,992.50	$ -	$ -	$ -	$ 6,138.25
JUN	$ -	$ -	$ -	$ -	$ -	$ 303.75	$ 101.00	$ 125.00	$ 444.50	$ -	$ -	$ 997.50	$ -	$ -	$ -	$ 1,971.75
Total 2019-2020	$ -	$ -	$ -	$ -	$ -	$10,023.75	$ 7,882.20	$ 2,477.75	$14,672.50	$ 2,414.90	$1,461.50	$ 32,917.50	$ -	$ -	$ -	$ 71,850.10
Total Hours 2019 - 2020	0.00	0.00	0.00	0.00	0.00	148.50	78.04	28.15	231.00	24.64	17.19	1155.00				
Hourly Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 67.50	$ 101.00	$ 88.00	$ 63.50	$ 98.00	$ 85.00	$ 28.50	$ 98.00	$101.00	$ 78.00	
Total Budget Hourly Rate	$ -	$ -	$ -	$ -	$ -	$10,023.75	$ 7,882.04	$ 2,477.20	$14,668.50	$ 2,414.72	$1,461.15	$ 32,917.50	$ -	$ -	$ -	$ 71,844.86
Daily Rate	$ -	$ -	$ -	$ -		$ 303.75			$ 222.25							

DIS Speech SLPA rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 4.5 hours a day of services for once a week

DIS Counseling Intern rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 3.5 hours a day of services for 2 times a week

BIC. Rate is based 35 hours per week 5 times a day.

23

MSA 4 School Budget 2019-2020

B: SLP & School Psychologist Providing Services

MSA 4	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.SPEECH ASSMNT	DIS Speech (SLP)	DIS OT	DIS APE	DIS Counseling (Psych & LMFT)	DHH	Health Assmnt	BIC	Visual Impairment	PT	REPORT/ TRANSL	Monthly Total
AUG	$ -	$ -	$ -	$ -	$ -	$ 882.00	$ 735.00	$ 188.00	$ 1,260.00	$ 285.00	$ 127.50	$ 1,995.00	$ -	$ -	$ -	$ 5,472.50
SEP	$ -	$ -	$ -	$ -	$ -	$ 1,764.00	$1,372.00	$ 188.00	$ 2,520.00	$ 285.00	$ 127.50	$ 3,990.00	$ -	$ -	$ -	$ 10,246.50
OCT	$ -	$ -	$ -	$ -	$ -	$ 1,764.00	$1,176.00	$ 188.00	$ 2,520.00	$ 475.00		$ 3,990.00	$ -	$ -	$ -	$ 10,113.00
NOV	$ -	$ -	$ -	$ -	$ -	$ 1,323.00	$ 553.70	$ 187.50	$ 1,890.00	$ 285.00	$ 300.00	$ 2,992.50	$ -	$ -	$ -	$ 7,531.70
DEC	$ -	$ -	$ -	$ -	$ -	$ 882.00	$ 294.00	$ 187.50	$ 1,260.00	$ 95.00	$ 37.50	$ 1,995.00	$ -	$ -	$ -	$ 4,751.00
JAN	$ -	$ -	$ -	$ -	$ -	$ 1,323.00	$ 563.50	$ 337.50	$ 1,890.00	$ 324.90	$ 150.00	$ 2,992.50	$ -	$ -	$ -	$ 7,581.40
FEB	$ -	$ -	$ -	$ -	$ -	$ 1,764.00	$1,127.00	$ 337.50	$ 2,520.00	$ 285.00	$ 474.00	$ 3,990.00	$ -	$ -	$ -	$ 10,497.50
MAR	$ -	$ -	$ -	$ -	$ -	$ 1,764.00	$1,029.00	$ 150.00	$ 2,520.00	$ 190.00	$ 150.00	$ 3,990.00	$ -	$ -	$ -	$ 9,793.00
APR	$ -	$ -	$ -	$ -	$ -	$ 1,323.00	$ 490.00	$ 318.75	$ 1,890.00	$ 95.00	$ -	$ 2,992.50	$ -	$ -	$ -	$ 7,109.25
MAY	$ -	$ -	$ -	$ -	$ -	$ 1,323.00	$ 441.00	$ 270.00	$ 1,890.00	$ 95.00	$ 95.00	$ 2,992.50	$ -	$ -	$ -	$ 7,106.50
JUN	$ -	$ -	$ -	$ -	$ -	$ 441.00	$ 101.00	$ 125.00	$ 630.00	$ -	$ -	$ 997.50	$ -	$ -	$ -	$ 2,294.50
Total 2019-2020	$ -	$ -	$ -	$ -	$ -	$14,553.00	$7,882.20	$2,477.75	$20,790.00	$ 2,414.90	$1,461.50	$ 32,917.50	$ -	$ -	$ -	$ 82,496.85
Total Hours 2019 - 2020	0.00	0.00	0.00	0.00	0.00	148.50	78.04	28.15	231.00	24.64	17.19	1155.00				
Hourly Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 98.00	$ 101.00	$ 88.00	$ 90.00	$ 98.00	$ 85.00	$ 28.50	$ 98.00	$ 101.00	$ 78.00	
Total Budget Hourly Rate	$ -	$ -	$ -	$ -	$ -	$14,553.00	$7,882.04	$2,477.20	$20,790.00	$ 2,414.72	$1,461.15	$ 32,917.50	$ -	$ -	$ -	$ 82,495.61
Daily Rate	$ -	$ -	$ -	$ -		$ 441.00			$ 315.00							

DIS Speech rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 4.5 hours a day of services for once a week

DIS Counseling rate includes Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 3.5 hours a day of services for 2 times a week

24

MSA 5 2019-2020 Budget Break Down

Budget A: SLPA and DIS Inter Providing Services

Service	Total Dollars
Audiology	$1,771.00
Speech Assessment	$3,233.00
DIS Speech (SLPA)	$7,795.00
DIS OT	$5,661.00
DIS APE	$4,356.00
DIS Counseling (Intern)	$23,410.50
DHH	$2,446.25
Health Assessment	$2,004.75
BII	$39,577.50
Total Budget Dollars for 2019-2020: $90,255.50	

Budget B: SLP and Psychologist /LMFT Providing Services

Service	Total Dollars
Audiology	$1,771.00
DIS Speech Assessment	$3,233.00
DIS Speech (SLP)	$11,319.00
DIS OT	$5,661.00
DIS APE	$4,356.00
DIS Counseling (Psych & LMFT)	$32,670.00
DHH	$2,446.25
Health Assessment	$2,004.75
BII	$39,577.50
Total Budget Dollars for 2019-2020: $103,038.50	

MSA 5 School Budget 2019-2020
A: SLPA & DIS Intern Providing Services

MSA 5	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.SPEECH	DIS Speech (SLPA)	DIS OT	DIS APE	DIS Counseling (INTERN)	DHH	Health Assmnt	BII	Visual Impairment	PT	REPORT/TRANSL	Monthly Total
AUG	$ 475.50	$ -	$ -	$ -	$ -	$ 472.50	$ 588.00	$ 264.00	$ 1,397.00	$ 285.00		$ 2,415.00	$ -	$ -	$ -	$ 5,897.00
SEP	$ 475.50	$ -	$ -	$ -	$ -	$ 945.00	$ 588.00	$ 528.00	$ 2,974.00	$ 285.00		$ 4,830.00	$ -	$ -	$ -	$ 10,625.50
OCT	$ 820.00	$ -	$ -	$ -		$ 945.00	$ 784.00	$ 528.00	$ 2,974.00	$ 261.25	$ 75.00	$ 4,830.00	$ -	$ -	$ -	$ 11,217.25
NOV	$ -	$ -	$ -	$ -	$ 652.50	$ 708.00	$ 588.00	$ 396.00	$ 2,095.50	$ 190.00	$ 362.25	$ 3,622.50	$ -	$ -	$ -	$ 8,614.75
DEC	$ -	$ -	$ -	$ -	$ 348.00	$ 472.50	$ 392.00	$ 264.00	$ 1,397.00	$ 166.25		$ 2,145.00	$ -	$ -	$ -	$ 5,184.75
JAN	$ -	$ -	$ -	$ -	$ 1,330.00	$ 708.75	$ 588.00	$ 396.00	$ 2,095.50	$ 356.25	$ 699.75	$ 3,622.50	$ -	$ -	$ -	$ 9,796.75
FEB	$ -	$ -	$ -	$ -		$ 945.00	$ 784.00	$ 528.00	$ 2,794.00	$ 475.00	$ 605.25	$ 4,830.00	$ -	$ -	$ -	$ 10,961.25
MAR	$ -	$ -	$ -	$ -		$ 945.00	$ 588.00	$ 528.00	$ 2,794.00	$ 142.50	$ 262.50	$ 4,830.00	$ -	$ -	$ -	$ 10,090.00
APR	$ -	$ -	$ -	$ -	$ 475.00	$ 708.75	$ 294.00	$ 396.00	$ 2,095.50	$ 95.00		$ 3,622.50	$ -	$ -	$ -	$ 7,686.75
MAY	$ -	$ -	$ -	$ -	$ 427.50	$ 708.75	$ 265.00	$ 396.00	$ 2,095.50	$ 95.00		$ 3,622.50	$ -	$ -	$ -	$ 7,610.25
JUN	$ -	$ -	$ -	$ -		$ 236.25	$ 202.00	$ 132.00	$ 698.50	$ 95.00		$ 1,207.50	$ -	$ -	$ -	$ 2,571.25
Total 2019-2020	$ 1,771.00	$ -	$ -	$ -	$ 3,233.00	$ 7,795.50	$ 5,661.00	$ 4,356.00	$23,410.50	$2,446.25	$2,004.75	$39,577.50	$ -	$ -	$ -	$ 90,255.50
Total Hours 2019 - 2020	11.80	0.00	0.00	0.00	32.99	115.50	56.05	49.50	368.67	24.96	23.58	1147.17	0.00	0.00	0.00	
Hourly Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 67.50	$ 101.00	$ 88.00	$ 63.50	$ 98.00	$ 85.00	$ 34.50	$ 98.00	$ 101.00	$ 78.00	
Total Budget Hourly Rate	$ 1,770.00	$ -	$ -	$ -	$ 3,233.02	$ 7,796.25	$ 5,661.05	$ 4,356.00	$23,410.55	$2,446.08	$2,004.30	$39,577.37	$ -	$ -	$ -	$ 90,254.61
Daily Rate	$ -	$ -	$ -	$ -					$ 349.25			$ 235.00				

DIS Speech SLPA rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 3.5 hours a day of services, 1 time a week

DIS Counseling Intern rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 6 hours a day of services, 2 times a week

BII. Rate is based on 7 hours per day 5 days a week @ 35 hours a week.

26

MSA 5 School Budget 2019-2020

B: SLP & School Psychologist Providing Services

MSA 5	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.SPEECH ASSMNT	DIS Speech (SLP)	DIS OT	DIS APE	DIS Counseling (Psych & LMFT)	DHH	Health Assmnt	BII	Visual Impairment	PT	REPORT/TRANSL	Monthly Total
AUG	$ 475.50	$ -	$ -	$ -	$ -	$ 686.00	$ 588.00	$ 264.00	$ 1,980.00	$ 285.00		$ 2,415.00	$ -	$ -	$ -	$6,693.50
SEP	$ 475.50	$ -	$ -	$ -	$ -	$ 1,372.00	$ 588.00	$ 528.00	$ 3,960.00	$ 285.00		$ 4,830.00	$ -	$ -	$ -	$12,038.50
OCT	$ 820.00	$ -	$ -	$ -		$ 1,372.00	$ 784.00	$ 528.00	$ 3,960.00	$ 261.25	$ 75.00	$ 4,830.00	$ -	$ -	$ -	$ 12,630.25
NOV	$ -	$ -	$ -	$ -	$ 652.50	$ 1,029.00	$ 588.00	$ 396.00	$ 2,970.00	$ 190.00	$ 362.25	$ 3,622.50	$ -	$ -	$ -	$ 9,810.25
DEC	$ -	$ -	$ -	$ -	$ 348.00	$ 686.00	$ 392.00	$ 264.00	$ 1,980.00	$ 166.25		$ 2,145.00	$ -	$ -	$ -	$ 5,981.25
JAN	$ -	$ -	$ -	$ -	$1,330.00	$ 1,029.00	$ 588.00	$ 396.00	$ 2,970.00	$ 356.25	$ 699.75	$ 3,622.50	$ -	$ -	$ -	$ 10,991.50
FEB	$ -	$ -	$ -	$ -		$ 1,372.00	$ 784.00	$ 528.00	$ 3,960.00	$ 475.00	$ 605.25	$ 4,830.00	$ -	$ -	$ -	$ 12,554.25
MAR	$ -	$ -	$ -	$ -		$ 1,372.00	$ 588.00	$ 528.00	$ 3,960.00	$ 142.50	$ 262.50	$ 4,830.00	$ -	$ -	$ -	$ 11,683.00
APR	$ -	$ -	$ -	$ -	$ 475.00	$ 1,029.00	$ 294.00	$ 396.00	$ 2,970.00	$ 95.00		$ 3,622.50	$ -	$ -	$ -	$ 881.50
MAY	$ -	$ -	$ -	$ -	$ 427.50	$ 1,029.00	$ 265.00	$ 396.00	$ 2,970.00	$ 95.00		$ 3,622.50	$ -	$ -	$ -	$ 8,805.00
JUN	$ -	$ -	$ -	$ -		$ 343.00	$ 202.00	$ 132.00	$ 990.00	$ 95.00		$ 1,207.50	$ -	$ -	$ -	$ 2,969.50
Total 2019-2020	$1,771.00	$ -	$ -	$ -	$3,233.00	$11,319.00	$ 5,661.00	$ 4,356.00	$32,670.00	$ 2,446.25	$2,004.75	$39,577.50	$ -	$ -	$ -	$103,038.50
Total Hours 2019 - 2020	11.80	0.00	0.00	0.00	32.99	115.50	56.05	49.50	363.00	24.96	23.58	1147.17	0.00	0.00	0.00	
Hourly Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 98.00	$ 101.00	$ 88.00	$ 90.00	$ 98.00	$ 85.00	$ 34.50	$ 98.00	$101.00	$ 78.00	
Total Budget Hourly Rate	$1,770.00	$ -	$ -	$ -	$3,233.00	$11,319.00	$ 5,661.00	$ 4,356.00	$32,670.00	$ 2,446.25	$2,004.75	$39,577.50	$ -	$ -	$ -	$103,038.50
Daily Rate	$ -	$ -	$ -	$ -					$ 495.00			$ 235.00				

Academic testing is a fix cost at $450 per student

DIS Speech rate includes all, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 3.5 hours a day of services. time a week

DIS Counseling Psych/LMFT rate includes all Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 6 hours a day of services, 2 times a week

BII. Rate is based on 7 hours per day 5 days a week @ 35 hours a week.

MSA 6 2019-2020 Budget Break Down

Budget A: SLPA Providing Services

Service	Total Dollars
Audiology	$225.00
Speech Assessment	$2,208.75
DIS Speech (SLPA)	$5,568.75
DIS School Psych	$103,950.00
DHH	$4,042.50
Health Assessment	$1,566.75
Total Budget Dollars for 2019-2020: $117,561.75	

Budget B: SLP Providing Services

Service	Total Dollars
Audiology	$225.00
DIS Speech Assessment	$2,208.75
DIS School Psych	$103,950.00
DHH	$4,042.50
Health Assessment	$1,566.75
Total Budget Dollars for 2019-2020: $111,993.00	

MSA 6 School Budget 2019-2020
A: SLPA Providing DIS Speech Services

MSA 6	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.SPEECH	DIS Speech (SLPA)	DIS OT	DIS APE	DIS School PSYCh.	DIS Counseling (INTERN)	DHH	Health Assmnt	Visual Impairment	PT	REPORT/ TRANSL	Monthly Total
AUG	$ -	$ -	$ -		$ -	$ 337.50	$ -	$ -	$ 6,300.00	$ -	$ 245.00	$ 255.00	$ -		$ -	$ 7,137.50
SEP	$ 75.00	$ -	$ -		$ -	$ 675.00	$ -	$ -	$ 12,600.00	$ -	$ 490.00	$ 212.25	$ -	$ -	$ -	$ 14,052.25
OCT	$ 150.00	$ -	$ -		$ -	$ 675.00	$ -	$ -	$ 12,600.00	$ -	$ 490.00	$ 493.50	$ -	$ -	$ -	$ 14,408.50
NOV	$ -	$ -	$ -			$ 506.25	$ -	$ -	$ 9,450.00	$ -	$ 367.50	$ 56.25	$ -	$ -	$ -	$ 10,380.00
DEC	$ -	$ -	$ -			$ 337.50	$ -	$ -	$ 6,300.00	$ -	$ 245.00		$ -	$ -	$ -	$ 6,882.50
JAN	$ -	$ -	$ -		$ 261.25	$ 506.25	$ -	$ -	$ 9,450.00	$ -	$ 367.50	$ 225.00	$ -	$ -	$ -	$ 10,810.00
FEB	$ -	$ -	$ -			$ 675.00	$ -	$ -	$ 12,600.00	$ -	$ 490.00	$ 324.75	$ -	$ -	$ -	$ 14,089.75
MAR	$ -	$ -	$ -		$ 997.50	$ 675.00	$ -	$ -	$ 12,600.00	$ -	$ 490.00		$ -	$ -	$ -	$ 14,762.50
APR	$ -	$ -	$ -		$ 475.00	$ 506.25	$ -	$ -	$ 9,450.00	$ -	$ 367.50		$ -	$ -	$ -	$ 10,798.75
MAY	$ -	$ -	$ -		$ 475.00	$ 506.25	$ -	$ -	$ 9,450.00	$ -	$ 367.50		$ -	$ -	$ -	$ 10,798.75
JUN	$ -	$ -	$ -			$ 168.75	$ -	$ -	$ 3,150.00	$ -	$ 122.50		$ -	$ -	$ -	$ 3,441.25
Total 2019-2020	$ 225.00	$ -	$ -	$ -	$ 2,208.75	$ 5,568.75	$ -	$ -	$103,950.00	$ -	$ 4,042.50	$ 1,566.75	$ -	$ -	$ -	$117,561.75
Total Hours 2019 - 2020	1.50	0.00	0.00	0.00	22.54	82.50	0.00	0.00	1155.00		41.25	18.43	0.00	0.00	0.00	
Hourly Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 67.50	$ 101.00	$ 88.00	$ 90.00		$ 98.00	$ 85.00	$ 98.00	$101.00	$ 78.00	
Total Budget Hourly Rate	$ 225.00	$ -	$ -	$ -	$ 2,208.75	$ 5,568.75	$ -	$ -	$103,950.00	$ -	$ 4,042.50	$ 1,566.75	$ -	$ -	$ -	$117,561.75
Daily Rate	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 630.00	$ -	$ -	$ -	$ -	$ -	$ -	

Acadmic testing is a fix cost at $450 per student

DIS Speech SLPA daily rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 2.5 hours a day , 1 time week

Full Time School Psych. Includes Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 7 hours a day of services 5 days a week including DIS counseling & Assessment

MSA 6 School Budget 2019-2020

B: SLP Providing DIS Speech Services

MSA 6	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.SPEECH ASSMNT	DIS Speech (SLPA)	DIS OT	DIS APE	DIS School PSYCh.	DIS Counseling (INTERN)	DHH	Health Assmnt	Visual Impairment	PT	REPORT/TRANSL	Monthly Total
AUG	$ -	$ -	$ -		$ -		$ -	$ -	$ 6,300.00	$ -	$ 245.00	$ 255.00	$ -		$ -	$ 6,800.00
SEP	$ 75.00	$ -	$ -		$ -		$ -	$ -	$ 12,600.00	$ -	$ 490.00	$ 212.25	$ -	$ -	$ -	$ 13,377.25
OCT	$ 150.00	$ -	$ -		$ -		$ -	$ -	$ 12,600.00	$ -	$ 490.00	$ 493.50	$ -	$ -	$ -	$ 13,733.50
NOV	$ -	$ -	$ -				$ -	$ -	$ 9,450.00	$ -	$ 367.50	$ 56.25	$ -	$ -	$ -	$ 9,873.75
DEC	$ -	$ -	$ -				$ -	$ -	$ 6,300.00	$ -	$ 245.00		$ -	$ -	$ -	$ 6,545.00
JAN	$ -	$ -	$ -		$ 261.25		$ -	$ -	$ 9,450.00	$ -	$ 367.50	$ 225.00	$ -	$ -	$ -	$ 10,303.75
FEB	$ -	$ -	$ -				$ -	$ -	$ 12,600.00	$ -	$ 490.00	$ 324.75	$ -	$ -	$ -	$ 13,414.75
MAR	$ -	$ -	$ -		$ 997.50		$ -	$ -	$ 12,600.00	$ -	$ 490.00		$ -	$ -	$ -	$ 14,087.50
APR	$ -	$ -	$ -		$ 475.00		$ -	$ -	$ 9,450.00	$ -	$ 367.50		$ -	$ -	$ -	$ 10,292.50
MAY	$ -	$ -	$ -		$ 475.00		$ -	$ -	$ 9,450.00	$ -	$ 367.50		$ -	$ -	$ -	$ 10,292.50
JUN	$ -	$ -	$ -				$ -	$ -	$ 3,150.00	$ -	$ 122.50		$ -	$ -	$ -	$ 3,272.50
Total 2019-2020	$ 225.00	$ -	$ -	$ -	$ 2,208.75	$ -	$ -	$ -	$103,950.00	$ -	$4,042.50	$ 1,566.75	$ -	$ -	$ -	$111,993.00
Total Hours 2019 - 2020	1.50	0.00	0.00	0.00	22.54	82.50	0.00	0.00	1155.00		41.25	18.43	0.00	0.00	0.00	
Hourly Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 67.50	$101.00	$ 88.00	$ 90.00		$ 98.00	$ 85.00	$ 98.00	$ 101.00	$ 78.00	
Total Budget Hourly Rate	$ 225.00	$ -	$ -	$ -	$ 2,208.75		$ -	$ -	$103,950.00	$ -	$4,042.50	$ 1,566.75	$ -	$ -	$ -	$111,993.00
Daily Rate	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 630.00	$ -	$ -	$ -	$ -	$ -	$ -	

DIS Speech rate includes all Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 2.5 hours a day, 1 time a week

Full Time School Psych. Includes Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 7 hours a day of services 5 days a week including DIS counseling & Assessment

MSA 7 2019-2020 Budget Break Down

Budget A: SLPA Providing Services

Service	Total Dollars
DIS Speech (SLPA)	$14,478.75
DIS OT	$13,332.00
DIS APE	$4,356.00
Full Time School Psychologist	$103,950.00
DHH	$1,375.00
Health Assessment	$2,148.75
PT	$1,375.00
Total Budget Dollars for 2019-2020: $141,015.50	

Budget B: SLP Providing Services

Service	Total Dollars
DIS Speech (SLP)	$21,021.00
DIS OT	$13,332.00
DIS APE	$4,356.00
Full Time School Psychologist	$103,950.00
DHH	$1,375.00
Health Assessment	$2,148.75
PT	$1,375.00
Total Budget Dollars for 2019-2020: $147,557.75	

MSA 7 School Budget 2019-2020
A: SLPA Providing Services

MSA 7	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt. SPEECH ASSMNT	DIS Speech (SLPA)	DIS OT	DIS APE	FT-School PSYCh.	DIS Counseling (INTERN)	DHH	Health Assmnt	Visual Impairment	PT	REPORT/TRANSL	Monthly Total
AUG						$ 877.50	$ 808.00	$ 264.00	$ 6,300.00		$ 125.00			$ 125.00		$ 8,499.50
SEP						$ 1,755.00	$ 1,616.00	$ 528.00	$ 12,600.00		$ 125.00	$ 300.00		$ 125.00		$ 17,049.00
OCT						$ 1,755.00	$ 1,616.00	$ 528.00	$ 12,600.00		$ 125.00	$ 268.50		$ 125.00		$ 17,017.50
NOV						$ 1,316.25	$ 1,212.00	$ 396.00	$ 9,450.00		$ 125.00	$ 999.75		$ 125.00		$ 13,624.00
DEC						$ 877.50	$ 808.00	$ 264.00	$ 6,300.00		$ 125.00			$ 125.00		$ 8,499.50
JAN						$ 1,316.25	$ 1,212.00	$ 396.00	$ 9,450.00		$ 125.00	$ 150.00		$ 125.00		$ 12,774.25
FEB						$ 1,755.00	$ 1,616.00	$ 528.00	$ 12,600.00		$ 125.00	$ 280.50		$ 125.00		$ 17,029.50
MAR						$ 1,755.00	$ 1,616.00	$ 528.00	$ 12,600.00		$ 125.00	$ 150.00		$ 125.00		$ 16,899.00
APR						$ 1,316.25	$ 1,212.00	$ 396.00	$ 9,450.00		$ 125.00			$ 125.00		$ 12,624.25
MAY						$ 1,316.25	$ 1,212.00	$ 396.00	$ 9,450.00		$ 125.00			$ 125.00		$ 12,624.25
JUN						$ 438.75	$ 404.00	$ 132.00	$ 3,150.00		$ 125.00			$ 125.00		$ 4,374.75
Total 2019 2020	$ -	$ -	$ -	$ -	$ -	$ 14,478.75	$ 13,332.00	$ 4,356.00	$103,950.00	$ -	$1,375.00	$2,148.75	$ -	$ 1,375.00	$ -	$141,015.50
Total Hours 2019 - 2020						214.50	132.00	49.50	1155.00		14.03	25.27		13.61		
Hourly Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 67.50	$ 101.00	$ 88.00	$ 90.00		$ 98.00	$ 85.00	$ 98.00	$ 101.00	$ 78.00	
Total Budget Hourly Rate	$ -	$ -	$ -	$ -		$ 14,478.75	$ 13,332.00	$ 4,356.00	$103,950.00	$ -	$1,375.00	$2,148.75	$ -	$ 1,375.00	$ -	$141,015.50
Daily Rate	$ -	$ -	$ -	$ -	$ -	$ 430.00	$ -	$ -	$ 630.00	$ -	$ -	$ -	$ -	$ -	$ -	

Academic testing is a fix cost at $450 per student

DIS Speech SLPA rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 6.5 hours a day 2 times a wek

Full Time School Psych. Includes Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 7 hours a day of services 5 days a week @ 35 hours a week including DIS counseling & Assessment

32

MSA 7 School Budget 2019-2020
B: SLP Providing Services

MSA 7	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt. SPEECH	DIS Speech (SLP)	DIS OT	DIS APE	FT-School PSYCh.	DIS Counseling (INTERN)	DHH	Health Assmnt	Visual Impairment	PT	REPORT/T RANSL	Monthly Total
AUG						$ 1,274.00	$ 808.00	$ 264.00	$ 6,300.00		$ 125.00			$ 125.00		$ 8,896.00
SEP						$ 2,548.00	$ 1,616.00	$ 528.00	$ 12,600.00		$ 125.00	$ 300.00		$ 125.00		$ 17,842.00
OCT						$ 2,548.00	$ 1,616.00	$ 528.00	$ 12,600.00		$ 125.00	$ 268.50		$ 125.00		$ 17,810.50
NOV						$ 1,911.00	$ 1,212.00	$ 396.00	$ 9,450.00		$ 125.00	$ 999.75		$ 125.00		$ 14,218.75
DEC						$ 1,274.00	$ 808.00	$ 264.00	$ 6,300.00		$ 125.00			$ 125.00		$ 8,896.00
JAN						$ 1,911.00	$ 1,212.00	$ 396.00	$ 9,450.00		$ 125.00	$ 150.00		$ 125.00		$ 13,369.00
FEB						$ 2,548.00	$ 1,616.00	$ 528.00	$ 12,600.00		$ 125.00	$ 280.50		$ 125.00		$ 17,822.50
MAR						$ 2,548.00	$ 1,616.00	$ 528.00	$ 12,600.00		$ 125.00	$ 150.00		$ 125.00		$ 17,692.00
APR						$ 1,911.00	$ 1,212.00	$ 396.00	$ 9,450.00		$ 125.00			$ 125.00		$ 13,219.00
MAY						$ 1,911.00	$ 1,212.00	$ 396.00	$ 9,450.00		$ 125.00			$ 125.00		$ 13,219.00
JUN						$ 637.00	$ 404.00	$ 132.00	$ 3,150.00		$ 125.00			$ 125.00		$ 4,573.00
Total 2019-2020	$ -	$ -	$ -	$ -	$ -	$21,021.00	$ 13,332.00	$ 4,356.00	$103,950.00	$ -	$1,375.00	$2,148.75	$ -	$ 1,375.00	$ -	$147,557.75
Total Hours 2019 - 2020						214.50	132.00	49.50	1155.00		14.03	25.27		13.36		
Hourly Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$98.00	$ 98.00	$ 101.00	$ 88.00	$ 90.00		$ 98.00	$ 85.00	$ 98.00	$ 101.00	$ 78.00	
Total Budget Hourly Rate	$ -	$ -	$ -	$ -		$21,021.00	$ 13,332.00	$ 4,356.00	$103,950.00	$ -	$1,374.94	$2,147.95	$ -	$ 1,349.46	$ -	$147,531.35
Daily Rate	$ -	$ -	$ -	$ -	$ -	$ 625.00	$ -	$ -	$ 630.00	$ -	$ -	$ -	$ -	$ -	$ -	

Acadmic testing is a fix cost at $450 per student

DIS Speech daily rate includes, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 6.5 hours a day 2 times a week

Full Time School Psych. Includes Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 7 hours a day of services 5 days a week @ 35 hours a week including DIS counseling Assessment

33

MSA 8 2019-2020 Budget Break Down

Budget A: SLPA Providing Services

Service	Total Dollars
Speech Assessment	$7,623.75
DIS Speech (SLPA)	$10,035.00
DIS OT	$9,165.75
DIS APE	$7,260.00
DHH	$2,425.50
Health Assessment	$2,993.25
Visual Impairment	$1,879.25
Total Budget Dollars for 2019-2020: $39,694.25	

Budget B: SLP Providing Services

Service	Total Dollars
DIS Speech Assessment	$7,623.75
DIS Speech (SLP)	$14,553.00
DIS OT	$9,165.00
DIS APE	$7,260.00
DHH	$2,425.50
Health Assessment	$2,993.25
Visual Impairment	$1,879.25
Total Budget Dollars for 2019-2020: $43,937.75	

34

MSA 8 School Budget 2019-2020
A: SLPA Providing Services

MSA 8	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.SPEECH ASSMNT	DIS Speech (SLPA)	DIS OT	DIS APE	DIS Counseling (Psych & LMFT)	DIS Counseling (INTERN)	DHH	Health Assmnt	Visual Impairment	PT	REPORT/ TRANSL	Monthly Total
AUG	$ -	$ -	$ -	$ -	$ -	$ 607.50	$ 277.75	$ 440.00	$ -	$ -	$ 220.50	$ -	$ 142.50			$ 1,688.25
SEP	$ -	$ -	$ -	$ -	$ -	$ 1,215.00	$ 555.50	$ 880.00			$ 220.50		$ 190.00			$ 3,061.00
OCT	$ -	$ -	$ -	$ -	$ -	$ 1,215.00	$ 1,111.00	$ 880.00			$ 220.50	$ 75.00	$ 206.15			$ 3,707.65
NOV	$ -	$ -	$ -	$ -	$ -	$ 911.50	$ 1,111.00	$ 660.00			$ 220.50	$ 1,074.75	$ 197.60			$ 4,175.35
DEC	$ -	$ -	$ -	$ -	$ -	$ 607.50	$ 833.25	$ 440.00			$ 220.50	$ 350.25	$ 47.50			$ 2,499.00
JAN	$ -	$ -	$ -	$ -	$ 2,422.50	$ 911.25	$ 555.50	$ 660.00			$ 220.50	$ 150.00	$ 142.50			$ 5,062.25
FEB	$ -	$ -	$ -	$ -	$ 688.75	$ 1,215.00	$ 833.25	$ 880.00			$ 220.50	$ 486.75	$ 95.00			$ 4,419.25
MAR	$ -	$ -	$ -	$ -	$ 1,567.50	$ 1,215.00	$ 1,111.00	$ 880.00			$ 220.50	$ 856.50	$ 475.00			$ 6,325.50
APR	$ -	$ -	$ -	$ -	$ 1,995.00	$ 911.25	$ 1,111.00	$ 660.00			$ 220.50		$ 142.50			$ 5,040.25
MAY	$ -	$ -	$ -	$ -	$ 950.00	$ 922.25	$ 833.25	$ 660.00			$ 220.50		$ 142.50			$ 3,728.50
JUN	$ -	$ -	$ -	$ -		$ 303.75	$ 833.25	$ 220.00			$ 220.50		$ 98.00			$ 1,675.50
Total 2019 2020	$ -	$ -	$ -	$ -	$ 7,623.75	$ 10,035.00	$ 9,165.75	$ 7,260.00	$ -	$ -	$2,425.50	$ 2,993.25	$ 1,879.25	$ -	$ -	$ 39,694.25
Total Hours					77.79	148.50	90.75	82.50			24.75	35.21	19.17			
Hourly Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 67.50	$ 101.00	$ 88.00	$ 90.00	$ 63.50	$ 98.00	$ 85.00	$ 98.00	$101.00	$ 78.00	
Total Budget	$ -	$ -	$ -	$ -	$ 7,623.42	$ 10,023.75	$ 9,165.75	$ 7,260.00	$ -	$ -	$2,425.50	$ 2,992.85	$ 1,878.66		$ -	$ 41,369.93
Daily Rate	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -	$ -	$ -	$ -	$ -	$ -	

Acadmic testing is a fix cost at $450 per student

DIS Speech SLPA rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 4.5 hours a day , 1 time a week

MSA 8 School Budget 2019-2020
B: SLP Providing Services

MSA 8	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.SPEECH ASSMNT	DIS Speech (SLP)	DIS OT	DIS APE	DIS Counseling (Psych & LMFT)	DIS Counseling (INTERN)	DHH	Health Assmnt	Visual Impairment	PT	REPORT/ TRANSL	Monthly Total
AUG	$ -	$ -	$ -	$ -	$ -	$ 882.00	$ 277.75	$ 440.00	$ -	$ -	$ 220.50	$ -	$ 142.50			$ 1,962.75
SEP	$ -	$ -	$ -	$ -	$ -	$ 1,764.00	$ 555.50	$ 880.00			$ 220.50		$ 190.00			$ 3,610.00
OCT	$ -	$ -	$ -	$ -	$ -	$ 1,764.00	$ 1,111.00	$ 880.00			$ 220.50	$ 75.00	$ 206.15			$ 4,256.65
NOV	$ -	$ -	$ -	$ -	$ -	$ 1,323.00	$ 1,111.00	$ 660.00			$ 220.50	$1,074.75	$ 197.60			$ 4,586.85
DEC	$ -	$ -	$ -	$ -	$ -	$ 882.00	$ 833.25	$ 440.00			$ 220.50	$ 350.25	$ 47.50			$ 2,773.50
JAN	$ -	$ -	$ -	$ -	$ 2,422.50	$ 1,323.00	$ 555.50	$ 660.00			$ 220.50	$ 150.00	$ 142.50			$ 5,474.00
FEB	$ -	$ -	$ -	$ -	$ 688.75	$ 1,764.00	$ 833.25	$ 880.00			$ 220.50	$ 486.75	$ 95.00			$ 4,968.25
MAR	$ -	$ -	$ -	$ -	$ 1,567.50	$ 1,764.00	$ 1,111.00	$ 880.00			$ 220.50	$ 856.50	$ 475.00			$ 6,874.50
APR	$ -	$ -	$ -	$ -	$ 1,995.00	$ 1,323.00	$ 1,111.00	$ 660.00			$ 220.50		$ 142.50			$ 5,452.00
MAY	$ -	$ -	$ -	$ -	$ 950.00	$ 1,323.00	$ 833.25	$ 660.00			$ 220.50		$ 142.50			$ 4,129.25
JUN	$ -	$ -	$ -	$ -		$ 441.00	$ 833.25	$ 220.00			$ 220.50		$ 98.00			$ 1,812.75
Total 2019-2020	$ -	$ -	$ -	$ -	$ 7,623.75	$ 14,553.00	$ 9,165.75	$ 7,260.00	$ -	$ -	$ 2,425.50	$2,993.25	$ 1,879.25	$ -	$ -	$ 43,937.75
Total Hours 2019 - 2020					77.79	148.50	90.75	82.50			24.75	35.21	19.17			
Hourly Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 98.00	$ 101.00	$ 88.00	$ 90.00		$ 98.00	$ 85.00	$ 98.00	$ 101.00	$ 78.00	
Total Budget Hourly Rate	$ -	$ -	$ -	$ -	$ 7,623.42	$ 14,553.00	$ 9,165.75	$ 7,260.00	$ -	$ -	$ 2,425.50	$2,992.85	$ 1,878.66		$ -	$ 45,899.18
Daily Rate	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	

Acadmic testing is a fix cost at $450 per student

DIS Speech SLP rate includes, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 4.5 hours a day, 1 time a week

36

MSA-SA 2019-2020 Budget Break Down

Budget A: SLPA and DIS Intern Providing Services

Service	Total Dollars
DIS Speech (SLPA)	$86,608.51
DIS OT	$11,665.50
DIS APE	$8,712.00
DIS Counseling (Intern)	$23,590.27
DHH	$1,650.00
Health Assessment	$5,758.50
Total Budget Dollars for 2019-2020: $137,984.78	

Budget B: SLP & SLPA Psychologist / LMFT Providing Services

Service	Total Dollars
DIS Speech (SLP)	$42,042.00
DIS Speech (SLPA)	$86,608.51
DIS OT	$11,665.50
DIS APE	$8,712.00
DIS Counseling (Psych & LMFT)	$33,435.00
DHH	$1,650.00
Health Assessment	$5,758.50
Total Budget Dollars for 2019-2020: $189,871.51	

MSA-SA School Budget 2019-2020
A: SLPA & DIS Intern Providing Services

MSA - SA	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.SPEECH ASSMNT	DIS Speech (SLPA)	DIS OT	DIS APE	DIS Counseling (INTERN)	DHH	Health Assmnt	Visual Impairment	PT	REPORT/TRANSL	Monthly Total
AUG	$ -	$ -	$ -	$ -	$ -	$ 5,214.38	$ 707.00	$ 528.00	$ 1,428.75	$ 150.00		$ -	$ -	$ -	$ 8,028.13
SEP	$ -	$ -	$ -	$ -	$ -	$ 9,659.24	$ 1,414.00	$ 1,056.00	$ 2,857.50	$ 150.00	$ 494.25	$ -	$ -	$ -	$ 15,630.99
OCT	$ -	$ -	$ -	$ -	$ -	$ 9,551.93	$ 1,414.00	$ 1,056.00	$ 2,857.50	$ 150.00	$ 1,819.50	$ -	$ -	$ -	$ 16,848.93
NOV	$ -	$ -	$ -	$ -	$ -	$ 7,717.95	$ 1,060.50	$ 792.00	$ 2,143.13	$ 150.00	$ 69.00	$ -	$ -	$ -	$ 11,932.58
DEC	$ -	$ -	$ -	$ -	$ -	$ 4,956.53	$ 707.00	$ 528.00	$ 1,428.75	$ 150.00	$ 531.00	$ -	$ -	$ -	$ 8,301.28
JAN	$ -	$ -	$ -	$ -	$ -	$ 10,248.53	$ 1,060.50	$ 792.00	$ 2,143.13	$ 150.00	$ 888.75	$ -	$ -	$ -	$ 15,282.91
FEB	$ -	$ -	$ -	$ -	$ -	$ 10,570.00	$ 1,414.00	$ 1,056.00	$ 2,857.50	$ 150.00	$ 574.50	$ -	$ -	$ -	$ 16,622.00
MAR	$ -	$ -	$ -	$ -	$ -	$ 10,737.90	$ 1,414.00	$ 1,056.00	$ 2,857.50	$ 150.00	$ 543.75	$ -	$ -	$ -	$ 16,759.15
APR	$ -	$ -	$ -	$ -	$ -	$ 8,752.05	$ 1,060.50	$ 792.00	$ 2,143.13	$ 150.00	$ 837.75	$ -	$ -	$ -	$ 13,735.43
MAY	$ -	$ -	$ -	$ -	$ -	$ 6,500.00	$ 1,060.50	$ 792.00	$ 2,143.13	$ 150.00		$ -	$ -	$ -	$ 10,645.63
JUN	$ -	$ -	$ -	$ -	$ -	$ 2,700.00	$ 353.50	$ 264.00	$ 730.25	$ 150.00		$ -	$ -	$ -	$ 4,197.75
Total 2019-2020	$ -	$ -	$ -	$ -	$ -	$ 86,608.51	$ 11,665.50	$ 8,712.00	$ 23,590.27	$ 1,650.00	$ 5,758.50	$ -	$ -	$ -	$137,984.78
Total Hours 2019 - 2020						1283.09	115.00	99.00	371.50	16.83	67.74				
Hourly Rate	$150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 67.50	$ 101.00	$ 88.00	$ 63.50	$ 98.00	$ 85.00	$ 98.00	$ 101.00	$ 78.00	
Total Budget Hourly Rate	$ -	$ -	$ -	$ -		$ 86,608.51	$ 11,655.50	$ 8,712.00	$ 23,590.27	$ 1,650.00	$ 5,758.50	$ -		$ -	$137,974.78
Daily Rate	$ -	$ -	$ -	$ -	$ -	$ 520.00	$ -	$ -	$ 381.00	$ -	$ -	$ -	$ -	$ -	

Acadmic testing is a fix cost at $450 per student

DIS Speech SLPA rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 8 hours a day 5 days a week.

DIS Speech SLP rate includes hourly rate is based on 13 a week to conduct assessment and 2 - 3 days a week on site.

DIS Counseling Intern rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 6 hours a day of services for 3 times a week

MSA-SA School Budget 2019-2020

B: SLP & SLPA- School Psychologist & LMFT Providing Services

MSA-SA	Audiology	Academic Test	Psych. Superv.	Psych. Assmnt	Speech Assmnt.SPEECH ASSMNT	DIS Speech (SLP)	DIS Speech (SLPA)	DIS OT	DIS APE	DIS Counseling (Psych & LMFT)	DHH	Health Assmnt	Visual Impairment	PT	REPORT/ TRANSL	Monthly Total
AUG						$ 2,548.00	$ 5,214.38	$ 707.00	$ 528.00	$ 2,025.00	$ 150.00		$ -			$ 11,172.38
SEP						$ 5,096.00	$ 9,659.24	$ 1,414.00	$ 1,056.00	$ 4,050.00	$ 150.00	$ 494.25				$ 21,919.49
OCT						$ 5,096.00	$ 9,551.93	$ 1,414.00	$ 1,056.00	$ 4,050.00	$ 150.00	$1,819.50				$ 23,137.43
NOV						$ 3,822.00	$ 7,717.95	$ 1,060.50	$ 792.00	$ 3,037.50	$ 150.00	$ 69.00				$ 16,648.95
DEC						$ 2,548.00	$ 4,956.53	$ 707.00	$ 528.00	$ 2,025.00	$ 150.00	$ 531.00				$ 11,445.53
JAN						$ 3,822.00	$ 10,248.53	$ 1,060.50	$ 792.00	$ 3,037.50	$ 150.00	$ 888.75				$ 19,999.28
FEB						$ 5,096.00	$ 10,570.00	$ 1,414.00	$ 1,056.00	$ 4,050.00	$ 150.00	$ 574.50				$ 22,910.50
MAR						$ 5,096.00	$ 10,737.90	$ 1,414.00	$ 1,056.00	$ 4,050.00	$ 150.00	$ 543.75				$ 23,047.65
APR						$ 3,822.00	$ 8,752.05	$ 1,060.50	$ 792.00	$ 3,037.50	$ 150.00	$ 837.75				$ 18,451.80
MAY						$ 3,822.00	$ 6,500.00	$ 1,060.50	$ 792.00	$ 3,037.50	$ 150.00					$ 15,362.00
JUN						$ 1,274.00	$ 2,700.00	$ 353.50	$ 264.00	$ 1,035.00	$ 150.00					$ 5,776.50
Total 2019-2020	$ -	$ -	$ -	$ -	$ -	$42,042.00	$ 86,608.51	$ 11,665.50	$ 8,712.00	$ 33,435.00	$ 1,650.00	$5,758.50	$ -	$ -	$ -	$189,871.51
Total Hours 2019 - 2020						429.00	1283.09	115.00	99.00	371.50	16.83	67.74				
Hourly Rate	$ 150.00	$ 450.00	$ 65.00	$ 90.00	$ 98.00	$ 98.00	$ 67.50	$ 101.00	$ 88.00	$ 90.00	$ 98.00	$ 85.00	$ 98.00	$101.00	$ 78.00	
Total Budget Hourly Rate	$ -	$ -	$ -	$ -		$42,042.00	$ 86,608.51	$ 11,665.50	$ 8,712.00	$ 33,435.00	$ 1,650.00	$5,758.50	$ -		$ -	$189,871.51
Daily Rate	$ -	$ -	$ -	$ -	$ -		$ 520.00	$ -	$ -	$ 540.00	$ -	$ -	$ -	$ -	$ -	

DIS Speech SLPA rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 8 hours a day 5 days a week.

DIS Speech SLP rate includes hourly rate is based on 13 a week to conduct assessment and 2 - 3 days a week on site.

DIS Counseling PSYC/LMFT. Services will be performed on site for 6 hours a day of services for 3 times a week

MSA SD 2019-2020 Budget Break Down

Budget A: SLPA Providing Services

Service	Total Dollars
DIS Speech (SLPA)	$15,592.00
DIS OT	$23,331.00
DIS APE	$2,420.00
Full Time Psychologist	$103,950.00
Total Budget Dollars for 2019-2020: $145,293.50	

Budget B: SLP Providing Services

Service	Total Dollars
DIS Speech (SLP)	$22,368.00
DIS OT	$23,331.00
DIS APE	$2,420.00
Full Time Psychologist	$103,950.00
Total Budget Dollars for 2019-2020: $152,339.00	

40

MSA-SDA School Budget 2019-2020

A: SLPA Providing Services

MSA - SD	DIS Speech (SLPA)	DIS OT	DIS APE	FT - Psych	Monthly Total
AUG	$ 945.00	$ 1,414.00	$ 220.00	$ 6,300.00	$ 8,879.00
SEP	$ 1,890.00	$ 2,828.00	$ 220.00	$ 12,600.00	$ 17,538.00
OCT	$ 1,890.00	$ 2,828.00	$ 220.00	$ 12,600.00	$ 17,538.00
NOV	$ 1,417.00	$ 2,121.00	$ 220.00	$ 9,450.00	$ 13,208.00
DEC	$ 945.00	$ 1,414.00	$ 220.00	$ 6,300.00	$ 8,879.00
JAN	$ 1,417.50	$ 2,121.00	$ 220.00	$ 9,450.00	$ 13,208.50
FEB	$ 1,890.00	$ 2,828.00	$ 220.00	$ 12,600.00	$ 17,538.00
MAR	$ 1,890.00	$ 2,828.00	$ 220.00	$ 12,600.00	$ 17,538.00
APR	$ 1,417.50	$ 2,121.00	$ 220.00	$ 9,450.00	$ 13,208.50
MAY	$ 1,417.50	$ 2,121.00	$ 220.00	$ 9,450.00	$ 13,208.50
JUN	$ 472.50	$ 707.00	$ 220.00	$ 3,150.00	$ 4,549.50
Total 2019 2020	$ 15,592.00	$ 23,331.00	$ 2,420.00	$ 103,950.00	$ 145,293.00
Total Hours 2019 - 2020	231.00	231.00	27.50	1155.00	
Hourly Rate	$ 67.50	$ 101.00	$ 88.00	$ 90.00	
Total Budget Hourly Rate	$ 15,592.50	$ 23,331.00	$ 2,420.00	$ 103,950.00	$ 145,293.50
Daily Rate	$ 520.00	$ -	$ -	$ 630.00	

Acadmic testing is a fix cost at $450 per student

DIS Speech SLPA rate includes all Supervision, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 7 hours a week 2 times a week

Full Time School Psych. Includes Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 7 hours a day of services 5 days a week @ 35 hours a week including DIS counseling & Assessment

MSA-SDA School Budget 2019-2020

B: SLP Providing Services

MSA - SD	DIS Speech (SLP)	DIS OT	DIS APE	FT - Psych	Monthly Total
AUG	$ 1,372.00	$ 1,414.00	$ 220.00	$ 6,300.00	$ 9,306.00
SEP	$ 2,744.00	$ 2,828.00	$ 220.00	$ 12,600.00	$ 18,392.00
OCT	$ 2,744.00	$ 2,828.00	$ 220.00	$ 12,600.00	$ 18,392.00
NOV	$ 2,058.00	$ 2,121.00	$ 220.00	$ 9,450.00	$ 13,849.00
DEC	$ 1,372.00	$ 1,414.00	$ 220.00	$ 6,300.00	$ 9,306.00
JAN	$ 2,058.00	$ 2,121.00	$ 220.00	$ 9,450.00	$ 13,849.00
FEB	$ 2,744.00	$ 2,828.00	$ 220.00	$ 12,600.00	$ 18,392.00
MAR	$ 2,744.00	$ 2,828.00	$ 220.00	$ 12,600.00	$ 18,392.00
APR	$ 2,058.00	$ 2,121.00	$ 220.00	$ 9,450.00	$ 13,849.00
MAY	$ 2,058.00	$ 2,121.00	$ 220.00	$ 9,450.00	$ 13,849.00
JUN	$ 686.00	$ 707.00	$ 220.00	$ 3,150.00	$ 4,763.00
Total 2019-2020	$ 22,638.00	$ 23,331.00	$ 2,420.00	$ 103,950.00	$ 152,339.00
Total Hours 2019 - 2020	231.00	231.00	27.50	1155.00	
Hourly Rate	$ 98.00	$ 101.00	$ 88.00	$ 90.00	
Total Budget Hourly Rate	$ 22,638.00	$ 23,331.00	$ 2,420.00	$ 103,950.00	$ 152,339.00
Daily Rate		$ -	$ -	$ 630.00	

Academic Testing is a fix cost at $450 per student

DIS Speech SLP rate includes, Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 7 hours a week 2 times a week

Full Time School Psych. Includes Welligent/SEIS data entry, session notes and progress notes. All services will be performed on site for 7 hours a day of services 5 days a week @ 35 hours a week including DIS counseling & Assessment

42

Project Approach

A: Describe your firm's understanding of the proposed assignment and the services it will provide

At EdLogical, we see our role as a collaborative partner as we design a program to meet the needs of MPS students receiving special education services and support. We are prepared to provide any service that MPS needs based upon the needs of your students. In addition, we are prepared to provide professional development, coaching, and mentoring based upon the needs you communicate with us. Our approach is unique from most agencies in that we ask you what your needs are and then we customize our services to meet those needs. We believe in a partnership where we act as a trusted resource for MPS in all areas of special education. You can be confident knowing that our team of experts will support your needs. We are prepared to support in all areas of special education to include, but not limited to, administrative consultation, developing systems, procedures and practices around compliance and special educational instructional supports and operations as well as professional development and monitoring to support this area. We will also provide direct services in counseling, speech and language, behavior support, occupational therapy, and much more. Additionally, we will provide assessment services in the areas of mental health, psycho-educational, speech and language, occupational therapy, and more.

B: Provide a complete definition of the process that would be employed to meet the objectives of this project

To meet the objectives of this project, it is essential that there is regular communication and collaboration between EdLogical and MPS. We will begin by assessing the needs of MPS and work together to develop goals and norms for our work together. We will meet monthly with the MPS to discuss and assess the agreed upon goals and follow our norms around collaboration, communication, and assessment of current and future needs. It is important that we work together proactively so we are consistently meeting the needs of MPS students as we will be an important part of ensuring successful student outcomes. Here is an example of the monthly collaborative meeting agenda:

Discussion Item	Purpose/Objective	Facilitator(s)
Review of Established Goals and Norms	**To review and assess the goals and norms set by EdLogical and the client partner to address needs proactively.**	**EdLogical Leadership Team** **MPS**
Service Implementation and Supports	**To discuss service implementation, supports and the impact these services and supports have on the school and student community.**	**MPS**
Assessment of Current and Anticipated Needs	**To discuss current and anticipated needs so that EdLogical and the client partner can proactively address those needs.**	**EdLogical Leadership Team** **MPS**
Questions, Recommendations and Suggestions	**To discuss and gain and clarity all questions, recommendations for optimal collaborative operations.**	**All Team Members**

43

C: Provide a list of key staff who will support this project and their professional background:

EdLogical Team for Magnolia Public Schools

Dianne Valentin	**Chief Operating Officer**	**Ext 102**
Stephanie Tongson	**Office Administrator Manager HR**	**Ext 103**
Frank Tocco	**Special Ed Compliance Officer**	**Ext 110**
Harriet Grossman	**SLP Compliance**	**Ext 104**
Lillian Springs	**Nurse/Health Coordinator**	**Ext 105**
Denna Sharp	**SLP Coordinator**	**Ext 106**
Brittany Morrison	**Lead School Psychologist**	**Ext 107**
Steve Mason	**Special Education Quality Assurance**	**Ext 117**

*Resumes are available in Appendix A

D: Implementation Plan

The following plan will be used to implement EdLogical services and support with MPS.

Date of Implementation	Action	Purpose/Objective	Responsible Party
June, 2019	EdLogical Leadership Team to meet with MPS to discuss schools in need of services and supports	To develop a clear plan of the anticipated needs so that the EdLogical Leadership Team can identify providers that are most qualified to take on the assignment	EdLogical Leadership Team in collaboration with the Client Partner
June-July, 2019	EdLogical Leadership Team to send needs assessment survey to school administrators	To allow school administrators to identify specific needs at their individual school sites for services, supports and professional development	EdLogical Leadership Team in collaboration with school administrators
Mid July, 2019	EdLogical Leadership Team to review results of the needs assessment surveys along with input from MPS and chart out the specific needs for each school	To provide EdLogical with the information necessary to begin planning what service provision and supports will look like on each campus	EdLogical Leadership Team
End of July, 2019	EdLogical Leadership Team to assign all providers to school sites and provide a schedule to the MPS and the individual school sites	To ensure that the most appropriate provider is paired with a school site that will meet the needs of all students	EdLogical Leadership Team

Date of Implementation	Action	Purpose/Objective	Responsible Party
August, 2019	EdLogical Leadership Team to meet with school site special education team and site administrators to communicate procedures and process for requesting services, assessments and other needed supports	To ensure that each school site represented by MPS has a clear, streamlined system of protocols in place that is easy for school site staff to follow to request support services	EdLogical Leadership Team in collaboration with site staff and site administration
Monthly	EdLogical Leadership Team to meet with MPS to discuss goals, service provision, current needs and anticipated needs	To ensure that services and supports are proactively addressed in a manner where MPS feels supported and can meet the needs of all students through its partnership with EdLogical	EdLogical Leadership Team MPS

We do not anticipate any limitations to this plan. It is our role to ensure that we know the needs of MPS and to work tirelessly to ensure they are met.

45

Training & Support

Professional Development/Training

EdLogical offers professional development and training to a variety of stakeholder groups. The following are a list of some professional development activities and training for teachers and administrators: **Educational Benefit Workshop, Writing Legally Defensible IEPs, Student Discipline, How to Evaluate Special Education Teachers, How to Prepare for a Challenging IEP Meeting,** and more. Additional professional development programs and activities are available based on the specific needs of the school site, staff, and situation. EdLogical can provide training onsite or at one of our EdLogical conference sites.

Administrator Professional Development

Professional Development Module Number and Title	Goal/Final Outcome Desired	Topics Covered	Activities/Role Play
Module 1- Brief History of Special Education and Evolution	Administrators will know the history and evolution of special education and how they should approach it at their school site.	Larry P. vs. Riles Special Education History Evolution of Practices of Present Day	Video of History Case Study See You in Court
Module 2- Understanding the Parent Perspective	Administrators will understand the stages parents experience when being told their child has a special ed eligibility and why this may affect the way they interact with you.	Discussion about "The Role of Grief" and Personality Disorders Managing Relationships	Discussion Video: "Autism: The Musical"
Module 3- The Art of Listening and Powerful Questioning	Administrators will learn and understand the power of active listening and how to ask powerful questions that will lead to desired outcomes in meetings.	Discussion about "Listening" and "Powerful Questioning"	Role Play- "Do You Hear Me?" Discussion
Module 4- Effective Communication vs. The Barriers of Communication	Administrators will learn and understand how to effectively communicate, follow through and follow up with challenging parents and what barriers they may create that hinder effective communication.	Discussion about "Communication vs. Barriers of Communication"	Video on Parent Perspective and Effective Collaboration Role Play- "Who Are You Talking To?"
Module 5- Preparing for the Challenging IEP Meeting	Administrators will learn how to successfully prepare for any type of IEP meeting and use the strengths of their team members to get ahead.	Discussion of the Prep Form	Discussion Role Play: "Are You Ready for This?"
Module 6- Navigating the Challenging IEP Meeting As It Is Happening	Administrators will learn how to navigate through the challenging meeting as well as effective respond to challenges in the meeting they were not previously prepared for.	Discussion about the most common areas that may come as a surprise and how to respond like an expert.	Discussion Role Play: "How Will You Respond to the Beat of this Drum?"

Professional Development Module Number and Title	Goal/Final Outcome Desired	Topics Covered	Activities/Role Play
Module 7- "After the Storm: Follow Up and Follow Through"	Administrators will learn how to maintain effectiveness by using follow up strategies to ensure requests made during the meeting are completed.	Discussion of the Follow Up Form	Discussion Video
Module 8- Special Education Instructional Practices	Administrators will learn about key special education instructional practices and techniques commonly used in RSP and SDC settings.	Instructional practices IEP goal alignment to standards	Video on Special Education Instructional Practices
Module 9- Evaluation of RSP and SDC Programs	Administrators will learn key strategies of what to look for within RSP and SDC instructional settings and how to leverage this to build capacity in special education teachers.	Evaluation practices and techniques Examining successful student achievement and calculating educational benefit	Role Play: "Do You Know What You're Looking For."
Module 10- The Effective Work and Evaluation of Service Providers and Support Staff	Administrators will learn key strategies and systems of how to effectively work with counselors, speech and language pathologists, school psychologists, occupational therapists, APE teachers, etc.	PLC Templates Systems of support	Role Play: "Please Play Nice in the Sandbox!"
Module 11- All Things Placement, FAPE and Least Restrictive Environment	Administrators will learn about the continuum of placements, how to determine an appropriate FAPE offer and how to support their teams in building a strong, legal defensible special education program	Legal templates and guidelines for placement and FAPE	Role Play: "See You in Court… AGAIN!"
Module 12- All Things 504	Administrators will learn the history of the 504 plan, its legal significance and how to lead a 504 team meeting and implement a 504 plan	Strategies for 504 plan implementation	Group Activity: "Did You Say 504 or 405?"
Module 13- Navigating Student Discipline	Administrators will learn how to make effective and sound decisions around student discipline based on Ed Code and NSD Policy.	Review of Ed Code	Video: Innovative Student Discipline Strategies
Module 14- Working Through the IEP Documentation Process	Administrators will learn how to analyze an IEP document quickly to ensure legal compliance. Administrators will also learn strategies on what a good notes page looks like.	Analysis of an IEP Review of notes page	Role Play: "Are You Coming to the IEP or Nah?"
Module 15- Calculating the Educational Benefit for Students	Administrators will learn how to calculate educational benefit for students receiving special ed.	Charting three years of IEPs Analysis of trends	Group Activity: "To Chart or Not to Chart…That is the Question."

Teacher and Support Staff Professional Development

Professional Development Module Number and Title	Goal / Final Outcome Desired	Topics Covered	Activities/Role Play
Module 1- Educational Benefit Workshop	Teachers and Support Staff will learn how to calculate educational benefit for students receiving special education supports and services.	Charting three years of IEPs Analysis of trends	Group Activity: "To Chart or Not to Chart…That is the Question."
Module 2- Instructional Strategies and Interventions	Teachers and Support Staff will learn innovative instructional strategies and interventions to support struggling students	Videos of Instructional Trends and Interventions	Group Activity: Using the PRIM
Module 3- Special Education Law in Practice and Application	Teachers and Support Staff will review recent court cases and how Districts moved forward with decisions	Review of recent legal cases	Group Activity: "See You in Court!"
Module 4- Understanding the Special Education Eligibilities	Teachers and Support Staff will review the various special education eligibilities and will learn the difference between an eligibility and a medical diagnosis	Review of medical diagnoses and special education eligibilities	Group Activity: "Is he eligible or nah?"
Module 5- All Things 504	Teachers and Support Staff will learn about 504 plans, their history and when it is appropriate to give one to a student	Review history and origin of the 504 plan, various templates and supports given	Group Activity: "Is it 504 or 405?"
Module 6- How to Effectively Administer the WJ IV and Other Key Assessments	Teachers and Support Staff will learn how to effectively administer the WJ IV as well as other assessments	Review testing protocols and directions for administration	Group Activity: "Will you pass this test?"
Module 7- Writing Legally Defensible, Standards Based IEPs	Teachers and Support Staff will learn how to write legally defensible IEPs and what components are required in every IEP document. They will also learn how to align goals to common core state standards or use alternative descriptors for students with lower cognitive abilities	Review templates and exemplars of legally defensible, standards based IEPs	Group Activity: "Can you connect the dots to this IEP?"

48

Additional Services

EdLogical is proud to offer a comprehensive selection of additional services to MPS. The following is a list of topics and professional development programs for various stakeholder groups at the school site and central office levels. This list is intended to provide an understanding of the various areas and expertise necessary to promote successful school operations, staff skill development, and positive school/community relations as well as facilitate student learning potential.

Parent/Community Members:
1. The Role of the Special Education Local Plan Area
2. Search and Serve Provisions for individuals with suspect disability
3. Community Out-Reach Models for Pre-School Interventions
4. Promoting Healthy Babies and School Readiness
5. Building Successful and Sustaining Community Advisory Committees
6. Best Practices in Communicating Effectively with your Child/Adolescent

General Information Domain (All Stakeholders):
1. What is the role and purpose of Special Education?
2. Understanding eligibility criteria for special education services
3. Identifying "At Risk" Learners
4. Understanding the Developmental Nature of Learning
5. What are signs or indications my student has a learning disability
6. State/Federal Guidelines on the provision of Special Education to individuals with exceptional needs
7. Cultural Influences that can support learning of all students
8. Interpretation and application of technical compliance requirements in special education
9. Developing a supportive learning community for all students and their families
10. Effective Student Study Teams at the school site
11. Understanding When, How, What Types, and Function of Individualized Education Program Meetings.
12. Developing an Audit Trail in the Individualized Education Program Team Process
13. Development and Implementation of School-wide Response to Intervention Models
14. Confidentiality Laws as they relate to Special Education
15. Best Practices in school-related electronic communications
16. What is an Individualized Education Program?
17. Conducting a Goal-Oriented Individual Education Program Team Meeting
18. Promoting Collaborative Success with Challenging Parents
19. Assuring Technical Compliance with Special Education Provisions in Preparation for State technical compliance reviews.

49

20. Promoting Learning Success Among Second Language Learners in the classroom
21. School-Wide Behavioral Intervention Plans
22. Guidelines to Promote Successful Inclusion for All Students
23. Promoting Positive Self-Esteem for Students

Certificated Staff (Teacher Specialists; Support Personnel):

Instructional Domain:

1. Task-Analysis of Student Instructional Goals and Objectives given related assessment data.
2. Using Data-Based Information to Develop Effective Instructional Goals and Objectives
3. Integrating Instructional Goals and Objectives with Common-CORE Standards
4. Scaffolding Instructional Standards with Developmental Considerations
5. Understanding Aspects of Assessment vs. Evaluation in Establishing Effective Instructional goals and objectives for individuals with exceptional needs.
6. Practices in Developing a Legally-Defensible Assessment for individuals with exceptional needs.
7. Social Skill Development for individuals with exceptional needs.
8. Promoting Successful Behavioral Skills in the Classroom.
9. Developing Efficient Special Education Classroom Operational Models.
10. Parental Support models that facilitate successful learning.
11. Using data-based strategies to measure learning
12. Role Clarification Scope of Instructional Assistants in the Classroom

50

Assurances and Insurance Requirements

EdLogical meets the insurance requirements as set forth in this RFP. Proof of insurance can be found in Appendix B.

EdLogical will comply with the requirements as set forth in Exhibit C of the RFP, could been found in Appendix B.

EdLogical comply with all **HIPAA/FERPA** and related laws including Student Online Personal Information Protection and Student Data Privacy Agreement.

EdLogical support pertaining to Medicaid and paperwork process

Appendix A

EdLogical Resumes

- ➢ Dianne Valentin
- ➢ Stephanie Tongson
- ➢ Frank Tocco
- ➢ Harriet Grossman
- ➢ Deena Sharp
- ➢ Brittany Morrison
- ➢ Stephen Mason

EdLogical School References

- ➢ New Hall School District
- ➢ Bright Star Schools
- ➢ Ingenium Schools
- ➢ Palisades Charter High School
- ➢ University Prep Value High School
- ➢ Champs Charter High School of The Arts

Letter of Recommendation
- ➢ Five LOR

EdLogical Quality Assurance Review (QAR)
- ➢ See Exhibit A

Sarah Dianne Valentin

Educational Services

💼 Experience

2014-01 - present

Co-Founder and Chief Operating Officer

EdLogical Group Corporation

Operates non public agency specializing in providing special education services, assessments, and consultation for schools in the greater Los Angeles county. Oversees day-to-day business operations and managing 50+ employees. Establishes company policies and procedures that aligns with company mission and vision. Supports service providers by providing guidance and insight on how to support schools and student caseloads. Spearheads the development, communication, and implementation of effective growth strategies and processes. Manages positive rapport with with clients and promotes trust by consistently providing quality of services. Empowers a high performance team with leadership and resources they need to successfully complete operations initiatives. Fosters a success-oriented, accountable environment within the company. Attracts, recruits, and retains employees through managing online job platforms. Measures and reports on operational performance and develop plans to improve relevant key performance indicators.

1994-02 - 2014-01

School Psychologist

Los Angeles County Office of Education

Provided psychological support services for Community Day Schools and Juvenile Detention Camps for adjudicated youth. Worked to support the success of students academically, socially, behaviorally and emotionally. Collaborated with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. Identified and assessed the learning and development characteristics and needs of individual and groups, as well as, the environmental factors that affect learning and adjustment. Provided interventions to students to support the teaching process and maximize learning and adjustment. Assisted in the planning, development, and evaluation of programs to meet identified learning and adjustment needs. Delivered planned and coordinated program of psychological services. Responsibilities included DIS counseling and support for students crisis and/or having academic/behavioral difficulties assessment and staff development.

🎓 Education

2012-07   **Licensed Educational Psychologist**

1991   **Masters Degree in School Psychology**

1983   **Bachelor of Science in Education**

🎗 Certificates

2008   Behavior Intervention Case Manager Certificate

2001   Suicide Prevention Training Certification

2001   Certificate in Critical Incident Training - Advanced

2001   Suicide Review Board

1994   Pupil Services Credential (School Psychology)

1983   Teacher Credential

52

Stephanie Tongson

Administrative Support

💼 Experience

2015-08 - present

Administrative Services Manager

EdLogical Group Corporation

- Assists the CEO and COO with day-to-day administrative tasks and operations of the company
- Develops forms, documents, spreadsheets, and business templates which has improved productivity and workflow
- Constructed company employee handbook accompanied by web-based resource binder which has allowed employees to access information conveniently
- Successfully established effective systems for record retention by creating database for daily correspondence tracking
- Manages mandated employee trainings to ensure compliance with California State regulations
- Creates marketing tools and spearheads campaign to promote business to potential new clients
- Advertises job openings in online platforms and assists in the interview and hiring process
- Coordinates service providers' schedules and meetings such as IEP meetings and vision and hearing screenings with our clients
- Supports in gathering and checking for accuracy of employee timesheets, sick leave and mileage forms
- Organizes employee and client trainings by coordinating venue, creating informational materials, and providing catering

2006-07 - 2016-09

Division Secretary

Los Angeles County Office of Education

- Provided advanced secretarial office support to administration and staff members
- Organized and prepared trainings and classes for teachers and administrators in the Los Angeles county
- Coordinated staff members by maintaining multiple schedules, calendars, and timelines
- Processed invoices, purchase orders, travel mileage, and reimbursement for directors and staff
- Prepared for submission of contracts, absence claims, and proposals to corresponding units
- Assisted in analyzing unit's budgets and accounts and prepared annual spreadsheets for year end review
- Hired, trained and supervised Staff Assistants and Trainees
- Provided technical and secretarial support to unit's educational consultants
- Served as communication hub connecting administrators and department staff with outside agencies
- Kept track and ordered office supplies, equipment, training materials, and educational books for the unit
- Participated and helped organize departmental events

🎓 Education

University of Phoenix

Baccalaureate of Science in Management
Graduated with honors
Graduated with a 3.85 GPA

West Los Angeles College

Certificate in Criminal Justice
Four times Dean's Honor List recipient

53

Frank Joseph Tocco, Ed. D.
Yorba Linda, California 92886

Academic Preparation:

Institution:	University of Southern California
Degree/College:	Doctorate in Education Administration and Policy Development/Rossier School of Education
Degree Conferred:	May 2002
Institution:	University of California at Irvine
Degree/Credential:	Educational Administration
Degree Conferred:	February 1980
Institution:	University of Southern California
Degree/Department:	Masters of Science in Educational Psychology/Counseling – Department of Educational Psychology
Degree Conferred:	May 1978
Institution:	California State University at Fullerton
Degree/College:	Bachelors of Science in Experimental Psychology/Social Science
Degree Conferred:	June 1975

Certifications and Licensure:

California Commission for Teacher Credentialing:

      Educational Administration and Supervision (K-12) (1980)

      Pupil Personnel Services with Educational Psychology/Counseling Designation (1978)

      General Education Services Teaching Credential – Psychology (7-14) (1974)

      Special Education Services Teaching Credential (K-Adult) (1974)

Professional Experience:

Position:	Adjunct Professor, University of Southern California, Rossier School of Education
Date(s):	2002 – Present
Position;	Special Education Compliance Officer: EdLogical Group Corp
Date (s)	2014-Present
Position:	Regional Director, Orange County Department of Education, North Orange County Special Education Local Plan Area
Date(s):	February 2004 – 2013 (Retired)
Position:	Director - Special Education Local Plan Area, Los Angeles County Office of Education
Date(s):	1992 – 2004

54

Page 2 Vita Frank J. Tocco Ed.D.

Professional Experience (Continued):

Position:	Consultant – Special Education/Due Process, Los Angeles County Office of Education
Date(s):	1989 – 1992)
Position:	Downey Unified School District, Site Administrator, Downey High School
Date(s):	1985 – 1989 (pt. time)
Position:	Principal, Division of Special Education, Los Angeles County Office of Education
Date(s):	1985 -1989
Position:	Assistant Principal, Los Angeles County Office of Education, Division of Special Education
Date(s):	1981-1985
Position:	Psychologist, Division of Special Education, Los Angeles County Office of Education
Date(s):	1979-1981
Position:	Psychologist, Santa Ana Unified School District
Date(s):	1978-1979
Position:	Teacher, Santa Ana Unified School District
Date(s):	1976 – 1978

Related Activities:

California Department of Education – Trainer of Trainer Special Education Technical Compliance Monitoring Systems.

California Department of Education WASC Accreditation Team Institutions of Higher Education

Coalition for Adequate Funding for Special Education – Steering Committee Member

California Special Education Local Plan Area Administrators Organization – Steering Committee Member

Legislative Representative on Special Education, Los Angeles County Office of Education

Orange County Alliance – Orange County Department of Education – Executive Review Committee Member

Coordination, Implementation and Supervision of Countywide Professional Development Program (Orange and Los Angeles Counties)

Supervision and Administrator of Orange County Department of Education Special Education Budget Formulation, Distribution and Monitoring

Professional Development presentation to job specific groups to assure adherence to state and federal regulations related to Special Education

Professional Development training U.S. Department of Education Office for Civil Rights.

Harriet Ross Grossman, M.A., CCC-SLP
Los Angeles, CA 90045

PROFESSIONAL EXPERIENCE

EdLogical Corp. (2012-present)
Assessment of speech/language learning disorders; in-services on speech/language disorders; participation in IEP's and in-services on IEP compliance; records review
Includes assessment of speech/language disorders for charter schools
Supervision of SLPA's who provide services for charter schools
Consultation with speech language pathologists
Consultation with schools and providers re: IEP compliance, including all documentation (SEIS, Welligent, etc.)

Private Practice (1980-2012)
Assessment of speech/language learning disorders; in-services on speech/language disorders; participation in IEP's and in-services on IEP compliance; records review
Includes assessment of speech/language disorders for charter schools
Supervision of SLPA's who provide services for charter schools
Consultation with speech language pathologists
Consultation with schools and providers re: IEP compliance, including all documentation (SEIS, Welligent, etc.)

Speech Language Pathologist: Los Angeles County Office of Education (1978-2004)
Identification, assessment and evaluation; Writing of/participation in IEP's;
Instruction/therapy; Interface with resource specialists, school psychologists, classroom teachers, parents/guardians, outside providers/ resources (details follow)
Population included: at-risk youth, residential emotionally disturbed children, children on the autism spectrum, children with mild to moderate neurological disorders

Speech Language Pathologist – Torrance USD (2010-11)
- Elementary grades
- Evaluation and therapy
- Autism, articulation, language/learning disorders
- Participation in IEP's

Itinerant Speech Language Pathologist (1995-2004)
- Middle through high school grades
- At-risk population at juvenile court schools, juvenile halls, alternative schools, pregnant minors
- Language and learning disorders
- Articulation, voice, fluency, hard-of-hearing

Teacher - Vista del Mar School (1985-1995)
- Residential setting
- Upper elementary through high school grades
- Interface with Agency
- Learning and language disorders, including emotional disorders

Teacher - Severe Language Disorders (Aphasia) classroom (1978-1985)
- Elementary through high school grades
- Language disorders (non-verbal through verbal)
- Voice, hard-of-hearing, fluency
- Articulation disorders

EDUCATION

University of California; Los Angeles, CA (1961-1964)
Bachelor of Arts: Education

California State University, Northridge; Northridge, CA (1972-1978)
Master of Arts: Communicative Disorders

CREDENTIALS
CERTIFICATES
LICENSES

General Education: life credential
Clinical or Rehabilitative Services Credential: life credential
American Speech Language Hearing Association (ASHA): certified
California state license: #SP5100

ADDITIONAL
INFORMATION

Continuing education in the following areas:
- language learning disorders with emphasis on pragmatics (social language)
- ADD/ADHD
- Central Auditory Processing Disorders
- emotional disturbances
- issues related to at-risk youth
- autism spectrum including Asperger's Syndrome
- cognitive functioning
- executive functioning
- supervision skills

DEENA S. SHARP

Speech-Language Pathologist

Experience

2018 to Present 2015 - 2018 2013 - 2015	*Edlogical Group Corp/SLP & Supervision* *Mediscan LLC./SLP & Supervision* *Comprehensive Therapy Associates*	Long Beach, CA Woodland Hills, CA Glendale, CA
Position and Responsibilities:	*Speech-Language Pathologist* *SLP and SLPA Supervision/Professional Development/ Assessments and IEPs*	District Public and Charter Schools in Los Angeles County
2004- 2013	Los Angeles County office of Education and Southwest SELPA Administrative Consultant & SLP Supervisor	Downey and Southwest SELPA Districts and Charters

***Positions: 204 - 2013**
***Retired from LACOE and Worked Part Time as Administrator/ Principal on Special Assignment, and Speech-Language Pathologist and Supervisor For Southwest SELPA Director and LACOE Special Education Division in SW SELPA Districts and Charter Schools**

1969-2004	Los Angeles County Office of Education Division of Special Education	Downey, CA

Positions:
* **1991-2004: Principal of Special Education Programs: Los Angeles County Office of Edu.**
* **1983-1991: Teacher on Special Assignment (1983-1984) and Assistant Principal (1984-1991)**
* **1969-1983: Speech-Language Pathologist (M. S., CCC-SP/CA Licensed/CA Credentialed)**

1967-1969	Lawndale Elementary School District	Lawndale, CA

Position:
* **1967-1969: Speech-Language Pathologist**

CREDENTIALS and LICENSES		

* **Life Standard Elementary Teaching Credential:**
  Supplementary Authorized Subject: Speech and Hearing Therapy   Grades: K-12
* **Clear Administrative Services Credential: Expiration 04/01/2024**
* **California State Speech Pathologist License: SP 1468   Expiration: 4/ 30/2021**
* **Certificate of Clinical Competence in Speech Pathology – ASHA (CCC-SP) Exp: 12/30/2019**

Education

1960-1964   B. S. Speech Pathology and Audiology   Emerson College   Boston, Massachusetts
1964-1967   M. S. Speech Pathology   University of Michigan   Ann Arbor, Michigan
1982-1984   M. A. Educational Administration   California State University   Los Angeles, California
References: Robert Farran Beth Lippes-Inabinet   Jane Moir

BRITTANY MORRISON
2384 Cornell Drive
Costa Mesa, CA 92626

OBJECTIVE:
To obtain the position of School Psychologist for EdLogical Group Corporation, whereby, the opportunity to positively impact the academic and social/behavioral functioning and progress of students can be attained; while providing effective support and consultation to the staff who work to directly support students' needs.

EDUCATION:
Alliant International University, San Diego, CA

• M.A., School Psychology, 2007- 2009
• PPS Credential, 2009-2010
• Mental Health Certificate, offered by the Graduate School of Education, 2007-2009
-Focus being on the theory and application of individual and group DIS Counseling

San Diego State University, San Diego, CA
• B.A., Psychology, 2003-2006

PROFESSIONAL EXPERIENCE:
Redondo Beach Unified School District, Redondo Beach, CA
-School Psychologist, 60% Contract, Starting August, 2015

Bonita Unified School District, San Dimas and La Verne, CA
-School Psychologist, December, 2011-June, 2015
* 2014-2015: Roynon Elementary School, Oak Mesa Elementary School, and 'Search & Serves'
* 2013-2014: Roynon Elementary School, Lone Hill Middle School, and Joan Macy Nonpublic School
* 2012-2013: Roynon Elementary School, La Verne Heights Elementary School, and Oak Mesa Elementary School
* 2011-2012: Roynon Elementary School, Allen Avenue Elementary School, and San Dimas High School
• Conducted initial psychoeducational evaluations and IEP team meetings as case manager; Completed triennial psychoeducational evaluations
• Completed updated evaluations as needed, in such areas as academics and social-emotional and/or behavioral functioning
• Participated in the RtI and SST process
• Completed initial and triennial Section 504 assessments
• Completed FBAs and assisted with the development and implementation of BIPs for students
• Assisted with the completion of 1:1 aide assessments
• Initiated ERMH (Educationally-Related Mental Health) assessments for students

• Attended and/or acted as administrative designee for Amendment and Annual IEPs for students as needed
• Maintained ongoing consultation opportunities with staff and parents
• Conducted threat assessments as deemed necessary
• Carried out crisis counseling for students as necessary

Chino Valley Unified School District
CVUSD's Alternative Education High Schools, Chino and Chino Hills, CA
-Substitute School Psychologist, September, 2011-December, 2011
• Conducted initial and triennial psychoeducational evaluations, as well as updated evaluations in specific areas of functioning (i.e., social-emotional functioning)
• Attended SST meetings or other general education meetings on an as-needed basis
• Developed BSPs for students at alternative high school placements
• Consulted with staff and parents regarding students' learning and behavioral needs

Atascadero Unified School District
Monterey Road Elementary School and Atascadero Junior High School, Atascadero, CA
-School Psychologist, June, 2010-June, 2011
• Conducted initial and triennial psychoeducational evaluations; including evaluations for students within three district 'Regional' classes (former County classes)
• Attended Annual IEP meetings for Regional class students
• Coordinated the SST process
• Oversaw the Section 504 Accommodation Plan process; including initial and triennial evaluations and annual reviews
• Conducted threat assessments
• Assisted with the development and implementation of BSPs for students, and conducted FBAs as called for
• Ran a group counseling program for GATE students at Atascadero Junior High School
• Supervised the PIP (Partners in Prevention) Program at Monterey Road Elementary School
• Assisted the Director of Special Education in the training of certificated and classified personnel on special education-related topics
• Conducted monthly SCIA (Special Circumstance Instructional Aide) team meetings
• Completed requisite 36/32 County Mental Health referrals, Day Treatment Program referrals, and/or Fresno Diagnostic Center referrals for students, as decided on by the IEP team

Santa Rita Union School District
McKinnon Elementary School and Gavilan View Middle School, Salinas, CA
-School Psychologist Intern, August, 2009-June, 2010
• Conducted initial and triennial psychoeducational evaluations
• Provided input/support in SST meetings
• Provided crisis counseling to students as needed
• Conducted short-term group counseling that was centered upon 'Conflict Resolution' at the elementary level
• Attended County IEP meetings as assigned, and reported relevant information to the Director of Special Education

• Consulted with parents and teachers regarding student-related matters; including development, learning needs/style, student behaviors, etc.

Del Mar Union School District
Sycamore Ridge School, San Diego, CA
-Special Education Aide II, July, 2008-August, 2009
• Provided academic, behavioral, and social skills support to students
• Prepared materials in advance, which were aligned with various students' learning needs
• Assisted with a Preschool Extended Day program, which included Discrete Trial Training and social skills groups

-Instructional Aide I, August, 2007-June, 2008
• Assisted the classroom teacher in implementing daily lesson plans that were aligned with kindergarten and first grade California curriculum state standards
• Individually tutored kindergarten students targeted as 'at-risk' for not meeting grade-level expectations
• Prepared necessary materials for future classroom assignments and/or projects

San Diego Center for Children
East County Day Treatment, Lemon Grove, CA
-Child Development Counselor, August, 2006-June, 2007
• Provided emotional support, behavioral interventions, and crisis management when necessary for students
• Facilitated the preparation of an afternoon schedule that focused on the provision of mental health services for students
• Assisted two Marriage and Family Therapists with group therapy three days per week by recording confidential group counseling data
• Recorded daily behavior logs and progress notes

ADDITIONAL TRAINING:
Behavior Intervention Case Manager (BICM) Certification-Santa Barbara County SELPA
• Training and certification focused on the development of an effective BSP, FAA, and PBIP

Crisis Intervention Training (CIT) and Certification-Atascadero Unified School District
• A three-day training centered upon the prevention of crises within the school environment, and safe responses/interventions should crises occur

Special Education Parent Symposium-North Coastal Consortium for Special Education, San Diego
• Workshops relating to 'Adolescent Depression and Suicide Prevention' and 'Supporting Students to Advocate for Themselves'

Introduction to Universal Design for Learning (UDL): Differentiating Instruction for all Learners-Diagnostic Center of Southern California
• How to present curriculum content in various ways

• Strategies by which educators can differentiate the ways in which students express what they have learned and/or are already knowledgeable of
• How to stimulate interest and motivation for learning

Classroom Behavior Supports and Strategies-Del Mar Union School District
• The A-B-Cs of behavior
• Supports and strategies; including prompting, positive reinforcement, self-monitoring, communication with parents, breaks, consequences, and crisis intervention

Language Facilitation Strategies-Del Mar Union School District
• Specific strategies to facilitate expressive language in young children with needs related to Autism

Picture Exchange Communication System (PECS) Overview-Del Mar Union School District
• The three phase process of implementing the PECS system

<u>VOLUNTEER EXPERIENCE</u>:
Hoover High School, San Diego, CA
Practicum Student (Under the Supervision of the School Psychologist), January, 2009-June, 2009
• Assisted in conducting triennial psychoeducational evaluations (including reviews of records, interviews, and observations)
• Presented assessment results in IEP team meetings

Springall Academy, La Mesa, CA
Student Psychologist, January, 2006-May, 2006
• Worked one-on-one with students in providing academic assistance and behavioral support
• Assisted with providing students breaks and forms of de-escalation or preventative behavior support when necessary

<u>REFERENCES</u>:
Maricela Harvin
(909) 971-8330, Ext. 5343
• Coordinator of Special Education, Bonita Unified School District (San Dimas, CA)

Matt Wien
(909) 971-8207, Ext. 4710
• Principal, Roynon Elementary School, Bonita Unified School District (La Verne, CA)

Cherry Agapito
(909) 971-8207
• Education Specialist, Roynon Elementary School, Bonita Unified School District (La Verne, CA)

STEPHEN J. MASON

2903 Silva Street
Lakewood, California, 90712
Phone: (562)634-8409
Cell: (310)720-0312
Email: stephen.j.mason@ca.rr.com

CREDENTIALS/
LICENSES/
CERTIFICATIONS

California State Pupil Personnel Services Credential authorizing practice in School Psychology.

Licensed Educational Psychologist, Ca. License #2090.

Nationally Certified School Psychologist.

Diplomate in School-Neuropsychology, American Board of School-Neuropsychology.

Certification in Nonviolent Crisis Intervention (NCPI).

EDUCATION

Texas Woman's University, Denton, Texas
Certification in School-Neuropsychology Post Graduate Program   7/04

California State University, Northridge, Ca.
M.S. Biology 6/99 With Distinction.

Loyola Marymount University, Los Angeles, Ca.
M.A. Educational Psychology 5/88
Pupil Personnel Services Credential, School Psychology   6/88.

Loyola Marymount University, Los Angeles, Ca.
M.A. Counseling and Guidance 5/87.
Pupil Personnel Services Credential, Basic 6/87

Loyola University, Los Angeles, Ca.
B.S. Biology 6/73.

EMPLOYMENT
EXPERIENCE

School Psychologist   2/09-present
Paramount Unified School District, Paramount, Ca.   9/06-6/07

Complete Psychoeducational Evaluations to determine eligibility for special education services. Per assessment results, identify strategies, accommodations, and interventions to help students with learning difficulties. Participate in the development of individual education programs (IEP's). Serve as a consultant in the school's Student Success Team. Work with a variety of students ranging from learning disabled to severely and profoundly disabled. Work primarily with Hispanic and African American populations.

<u>School Psychologist</u>   8/07-1/09
Los Angeles County Office of Education, Downey, Ca.   9/96-9/06

Extensive experience working with emotionally disturbed, mildly to severely
developmentally delayed, multiple handicapped, autistic, learning disabled, and
incarcerated students. Work experience with ethnically diverse populations ranging from
pre-school to young adult.   Work responsibilities include psychoeducational evaluation,
DIS counseling, generation of AB 3632 referrals, collaboration with critical parties to
develop positive behavior support plans and functional analysis assessments, consultation
with outside agencies to assure timely and effective interventions for students, primary
response and intervention for students in crisis, and collaboration with administrators and
staff as a member of the school's management team.

<u>Adjunct Professor</u>   3/03-5/04
Long Beach City College, Long Beach, Ca.

Taught college-level course in biology exploring biological principals, advances in
biological research, and related medical, environmental, social, ethical, and moral issues.

<u>School Psychologist</u>   9/89-8/96
Centinela Valley Union High School District, Lawndale, Ca.

Completed psychoeducational evaluations. Participated in IEP meetings. Provided DIS
counseling services. Completed mental health referrals. Assisted in crisis intervention.
Consulted with outside agencies to provide student services.

<u>Graduate Assistant</u>   9/95-12/95
California State University, Northridge, Ca.

Assisted professor in laboratory component of physiological ecology class. Assisted in
setup and maintainance of laboratory. Directed students in the use of equipment.
Instructed students in laboratory procedures and in data analyses.

<u>Part-Time Faculty</u>   2/94-12/94
California State University, Northridge, Ca.

Taught laboratory course in general biology. Lectured students in course content.
Directed students in laboratory procedures and exercises. Developed and administered
exams. Evaluated student progress. Assigned grades.

<u>Laboratory Assistant</u>   6/94-7/94
California State University, Northridge, Ca.

Assisted laboratory technician in the setup and maintenance of the university's general
biology laboratory. Prepared, organized, and setup laboratory materials for use in general
biology laboratory classes.

64

Graduate Assistant   2/94-5/94
California State University, Northridge, Ca.

Assisted professor in laboratory component of field botany class. Assisted students with botanical terminologies. Supervised students with use of taxonomic keys. Assisted students with plant identification. Assisted professor in finding representative taxa within the field.

School Psychologist   9/88-8/89
Los Angeles Unified School District, Los Angeles, Ca.

Completed psychoeducational evaluations. Provided student counseling services. Completed GATE testing. Conducted parenting classes. Provided parents with referrals to outside counseling services.

Senior Typist Clerk A   9/85-9/86
University of California, Los Angeles, Ca.

Maintained part-time job board in student placement center. Received job listings from employers. Edited, typed, and distributed job listings throughout employment unit.

Teacher   9/82-8/85
Daniel Murphy High School, Los Angeles, Ca.

Taught High School General Biology and Chemistry.

Teacher   9/78-6/80
Mary Star of the Sea High School, San Pedro, Ca.

Taught High School General Biology, Chemistry, and Algebra.

INTERNSHIPS   School Psychologist Intern   2/88-6/88
Elizabeth Street School, Cudahy, Ca. (LAUSD)

Conducted psychoeducational evaluations. Participated in IEP meetings. Assisted in group counseling. Provided support services to special education and general education teachers.

School Psychologist Intern   9/87-7/88
Wiseburn School District, Hawthorne, Ca.

Conducted psychoeducational evaluations. Participated in IEP meetings. Provided individual and group counseling. Conducted GATE testing.

Career Counseling Intern   3/87-6/87
UCLA Placement and Career Planning Center, Los Angeles, Ca.

Assisted students with resume writing. Referred students to career planning workshops. Directed students to career related library and community resources.

<u>Counselor Trainee</u>   9/86-6/87
Gestalt Therapy and Training Center, Sherman Oaks, Ca.

Trained in the use of Gestalt Therapy counseling techniques.

<u>Counselor Assistant</u>   9/86-6/87
Felton Middle School (Lennox School District), Lennox, Ca.

Maintained school's assertive discipline plan. Provided crisis, academic, and behavioral counseling and intervention. Developed resource materials for teachers and staff.

SECOND LANGUAGE   Bilingual English and Spanish .
SKILLS

AFFILIATIONS/   Member, California Association of School Psychologists.
DISTINCTIONS   Member, National Association of School Psychologists
                         Member, Alpha Sigma Lambda National Honor Society.

66

Comparable Clients

Reference 1		
Name of Reference New Hall School District		
Street Address 25375 Orchard Village Road		
City Valencia	State CA	Zip Code 91355
Contact Person Larry W. Brunson	Contact Title Director Student Support Services	Contact Phone Number 661-291-4181
Brief Description of Services Provided DIS Speech, Speech Assessment, OT Assessment, Psycho-education Assessment, Professional Training Consultation / Special Ed Consultation		
Dates of Service 2017 -Current		
Reference 2		
Name of Reference Bright Star Schools (BSSCA, SMCA,RHKS, RKMS,VAMS, VAHS)		
Street Address 600 S. La Fayette Park Place, Suite 302		
City Los Angeles	State CA	Zip Code 90057
Contact Person Lilianna Quezada	Contact Title Director of Inclusive Education	Contact Phone Number 310 259-4357
Brief Description of Services Provided DIS Speech, Speech Assessment, OT Assessment, Psycho-education Assessment, BII, Para-educator, Health Assessment, Hearing & Vision, RSP Consultion		
Dates of Service 2015 - Current		
Reference 3		
Name of Reference Ingenium Schools (BOCS,ICS,CCS,ICMS,CCMS IWIS)		
Street Address 367 N. 2nd Ave		
City Upland	State CA	Zip Code 91786
Contact Person Michael Matucci	Contact Title Director of Student Services	Contact Phone Number 888-660-6736 Ext. 1070
Brief Description of Services Provided OT Assessment, Psycho-education Assessment, Health Assessment, Hearing & Vision, Special Ed Consultation		
Dates of Service 2016 - Current		

Comparable Clients

Reference 4		
Name of Reference **Palisades Charter High School**		
Street Address **15777 Bowdoin St.**		
City **Pacific Palisades**	State **CA**	Zip Code **90272**
Contact Person **Mary Bush**	Contact Title **Assistant Principal**	Contact Phone Number **310-320-7240**
Brief Description of Services Provided **APE, OT Assessment, Psycho-education Assessment**		
Dates of Service **2013 - Current**		

Reference 5		
Name of Reference **University Prep Value High School**		
Street Address **1929 West Pico Blvd**		
City **Los Angeles**	State **CA**	Zip Code **90006**
Contact Person **Carla Vazquez**	Contact Title **Vice Principal**	Contact Phone Number **213-382-1223**
Brief Description of Services Provided **APE, OT Assessment, DIS OT, DIS Counseling, Psycho-education Assessment, DHH**		
Dates of Service **2013- Current**		

Reference 6		
Name of Reference **Champs Charter High School of The Arts**		
Street Address **6842 Van Nuys Blvd.**		
City **Van Nuys**	State **CA**	Zip Code **91405**
Contact Person **Linda Pierce**	Contact Title **Principal/Director**	Contact Phone Number **818-994-9381**
Brief Description of Services Provided **OT Assessment, DIS Counseling, Psycho-education Assessment, BII, Speech Assessment, DHH**		
Dates of Service **2013- Current**		

6842 Van Nuys BLVD
Van Nuys, CA 91405
O: 818.994.7614
F: 818.994.9381
www.champscharter.org

Dear Sir or Madam,

I have found through the duration of my working relationship with EdLogical, my student body needs have been met by vetted professionals that are both an appropriate fit, and consistently go above and beyond what is expected.

EdLogical has been immediately responsive to any inquiry or concern. Additionally should any action need to be taken, they have always done so with a professional tone resulting in a positive and productive outcome. They have clear and efficient policy & procedures for all ancillary service providers. In the case a service needed to be terminated or a request revoked, specifically in a nonstandard time frame, EdLogical staff have not only responsive, but kind and able to offer guidance on any anticipated or needed follow up.

I enjoy working with the contractors from EdLogical. From a supervisory perspective, I have found them to be competent, ethical and dedicated individuals. I have also found them to demonstrate flexibility, maturity and support the educational process from many angles. The Behavior Intervention Implementation staff supplied by EdLogical are particularly skilled. EdLogical does a very thorough job of looking for the right fit for each student. This level of customer service is rarely seen in the industry. Our students, staff, and families deeply appreciate it. Without reservation I recommend EdLogical, please contact me at any time should you need further or more specific information.

Thank you kindly,

Morgen Piper, M.A.

Director of Special Education

CHAMPS Charter High School

NEWHALL SCHOOL DISTRICT
COLLABORATE | INNOVATE | PERSEVERE | EXCEL

District Office: 661-291-4000
District Fax: 661-291-4001
www.newhallschooldistrict.net

May 20, 2019

To Whom It May Concern,

The purpose of this letter is to provide my highest recommendation for EdLogical Group Corporation, a non-public agency I have had the pleasure of working with since 2014. I began working with EdLogical in 2014 as a consultant for a few months. I was supporting them with compliance related issues at one of the charter schools they were supporting at that time. A few months later, I was hired as the Director of Inclusive Education for Bright Star Schools, a nine school Charter Management Organization (CMO) with schools in various areas of Los Angeles. When I took the position, the organization had over 50 student IEPs that were out of compliance. Many of these IEPs had been out of compliance for several months and some for a year or more. We had received warning letters from the Los Angeles Unified School District to bring the IEPs back into compliance. In addition, our school with the most compliance issues received a letter of cure with orders that if we did not correct the issue, our funding would be significantly decreased or even frozen until the matter was handled. There was even talk about the charter not being renewed for that particular school site if this matter wasn't resolved. Even though I inherited all of this from the previous Director, I knew that I needed to take swift action to resolve all of these issues. I immediately contacted the NPA that we were contracted with at the time and explained the issues and that I really needed their assistance. They informed me that because I did not inform them the summer prior of our needs, they did not have any staff available that could help us. Although I was frustrated by this news, I could not dwell on this because I still needed to resolve these issues. I remembered EdLogical and told them my situation. Within a week, we had a contract agreement and they were already sending professionals out to help us with the assessments and services that were out of compliance. From January, 2015 to June, 2015, we worked tirelessly in collaboration to resolve these issues. I am happy to report that we went from over 50 out of compliant IEPs in December, 2014, to zero (0) out of compliant IEPs in June, 2015. My team and I were relieved to have this behind us. With EdLogical's support, the next two years of my tenure at Bright Star proved to be successful as we continued to have no out of compliance IEPs. To this day, I am extremely grateful for their partnership and how they always provided support when we were in a pinch. They have provided Speech and Language support, school psychologist support, Behavior Intervention support and one on one aide supports. In addition to these supports, when I first came on board to Bright Star, we had a huge caseload of students receiving counseling support. Many of these students were receiving counseling support for organizational purposes and other reasons that did not require counseling. EdLogical assisted us in significantly reducing the counseling caseload and they even supported us with a protocol given to school sites around what an appropriate counseling referral looks like.

After three years, I decided to leave Bright Star Schools and became employed with the Newhall School District. This district had similar challenges as Bright Star and a few additional challenges that I had never experienced before, but I knew what to do, and I knew who to call. We established a contract with EdLogical and got it approved by the Governing Board. They have been instrumental these last two years with speech and language supports as we have been down at least four full time speech and language

70

pathologists since I arrived to the District. I have worked with many agencies over the course of my 20-year career in education and none of them can compare to the level of service and support that EdLogical provides. I believe that because all of EdLogical's employees were once school-based professionals, they truly understand the needs of the school site and how to implement supports and how to remedy issues around out of compliant services and assessments.

When I think of EdLogical as an NPA, all of the right descriptors come to mind. They are swift, resourceful, collaborative, affordable, reasonable, caring, compassionate, able to fill in the gaps in a pinch, thorough and they take the business of best practices for all students very seriously. Again, I offer my highest recommendation to any charter school, district or organization that is looking for a non-public agency, look no further, EdLogical is the NPA for you! If you should have any questions, or need additional information, please do not hesitate to contact me at 562.370.6330. Thank you for your time.

Respectfully submitted,

Larry W. Brunson, Jr., M.S.
Director, Student Support Services
Newhall School District

71

PALISADES
CHARTER HIGH SCHOOL

Empowering Educational Excellence.

May 20, 2019

To Whom It May Concern:

It is my pleasure to write this letter of recommendation for the Ed logical Non-Public Agency. We have contracted for Ed logical to provide Adapted Physical Education services for the last four years and recently for psycho-educational assessment. Their service providers are experienced professionals whose expertise ensures our students' needs are met and compliant with their Individualized Education Plans.

Ed logical is one of the most responsive agencies we have used. They ensure services are provided and regularly tracked in Welligent. Assessments, progress notes, present levels of performance and goals are accurate and specific. Our parents are very grateful for the care and concern demonstrated by Edlogical providers.

It is without hesitation that I recommend Ed logical as a preferred agency for Charters. They strive to meet our needs and their growth reflects this. Please contact me if you need additional information.

Sincerely,

Mary Bush, Asst. Principal/ Director
Student Support Services

15777 Bowdoin Street, Pacific Palisades, CA 90272 // (310) 230-6623 // palihigh.org

May 20, 2019

To Whom It May Concern,

It is my pleasure to recommend EdLogical Corp Co. Non-Public Agency. Our school has worked with EdLogical Corp for many years. I personally have been working with them since 2011 as the Education Specialist at Magnolia Schools #1, #4 and now at #6. We have always received superior service from their Speech and Language, Occupational Therapy, Counseling, Deaf Hard of Hearing, and Psychological assessors and providers. IEP meetings are regularly attended by their highly-qualified personnel, resulting in our parents having confidence in our school's ability to improve their child's learning experiences. EdLogical staff have proven to be knowledgeable, organized, and committed to the students and the organizations they serve. At times when we needed services on short notice, EdLogical has always accommodated us in any way they could help. They are attentive to detail and closely monitor service provision, aiding our organization in providing students with 100% of their services. As well, management has a keen sense of each school's needs and communicates regularly with students, families, and staff.

I trust EdLogical Services and I look forward to our continued association with them for years to come. Should you have any further questions, please feel free to contact me.

Sincerely,

Terry Bourdages
Education Specialist
MSA #6

Magnolia Science Academy-3 Carson

1254 E. Helmick St. Carson, CA 90746
Phone: 310-637-3806; Fax: 310-933-4767
msa3.magnoliascience.org

May 18, 2019

To Whom It May Concern:

I am the principal of Magnolia Science Academy 3 in Carson. Magnolia Science Academy -3 (MSA-3) was founded in fall 2008 as a public charter school in Gardena. Two years later, MSA-3 moved to the current space collocating with Curtis Middle School under proposition 39. Currently MSA-3 is serving 455 students from grades 6 through 12 and celebrated its first graduation with a class of 13 students in 2014.

Edlogical has provided outstanding support to MSA 3 since I have been an administrator at MSA 3. She has provided our students the best support with counseling, and special education services at a reasonable and fair pricing. Edlogical's support from counselors, Ed Psychologists, and Speech, Nursing and Auditory has benefited our students with consistency, transparency, and commitment. Majority of her staff encountered are always willing to go above and beyond and serve our children well.

In fact, the Ed Psych that is currently at MSA 3 is amazing and for continuity and consistency should stay at our campus. She actually helped us get through a very urgent situation where a student threatened to harm himself and acknowledge of abuse in his family. We had to call the Emergency Response Team and she stayed and worked with the student and family the entire time. She goes above and beyond and is willing to truly help the students at MSA 3.

We have had many compliance areas of growth, hiring request needing to be filled urgently and changing our plan of actions for students frequently and Edlogical is always ready to partner with MSA 3 and provide whatever services needed. They are always right there in crisis mode to resolve and solve any issues that arises.

The most important thing that is critical at MSA 3 is consistency. Having the same staff is what helps the students and parents have confidence in servicing their children. They are prompt, fair pricing, and willing to give 110% to support all students. I am open to having a transparent dialogue about Edlogical's commitment to MSA 3. Thank you Edlogical for your support and help and I want to continue with you considering my staff and students have a bond that would be absolutely concerning if discontinued.

Best,

Shandrea Daniel, MA
Principal
Magnolia Science Academy-3
1254 East Helmick Street
Carson, CA 90746
Phone: (310) 637-3806

74

EdLogical Group Corp

Special Education Quality Assurance Review (QAR)

QUALITY ASSURANCE

STUDENT ACADEMIC PERFORMANCE & BEHAVIOR					
Student Name	**Date Of Birth**	**Parent Name**	**Current Age**	**School**	**School Administrator**
Student's Disability					
Performance Standards	**In Place**	**In Process**	**Does Not Exist**	**Supporting Documentation**	
Does student have written IEP?	☐	☐	☐		
IEPs? If so, who monitors this and how is this information documented?	☐	☐	☐	Compliance research specialist to include weekly and monthly reports	
Does vendor have a special education-specific performance management tracking and monitoring student IEP goals?	☐	☐	☐		
Does the student have a 504 Plan?	☐	☐	☐		
Does the vendor take steps to address the needs of at-risk students, SWDs and students with 504 Plans?	☐	☐	☐		
Student absents from Vendor?	☐	☐	☐	Documented in session notes	
Student Academic Performance: How do you monitor this growth?	☐	☐	☐	Progress reports	
Student Academic Performance:	☐	☐	☐	Provide quantitative data. Utilization of computer programming (Ex. SEIS, Welligent, EPIC)	
Is there training for special education service delivery system providers?				On-line training and Professional Development	
Does your vendor provide an "IEP at a Glance" for general educators with the IEP goals and accommodations/modifications for students they serve? If so, please describe how this is incorporated.	☐	☐	☐	IEP attendance/development signed by a general educator including PLOPS, goals. Progress reports.	

BEHAVIOR INTERVENTIONS & PERFORMANCE				
Performance Standards	**In Place**	**In Process**	**Does Not Exist**	**Supporting Documentation**
Does the vendor have behavior management interventions that assist and supports SWDs?	☐	☐	☐	Behavior Intervention Plans, Functional Behavior Assessments
Does the vendor have a communication network used among administrators and program managers to notify all relevant staff when incidents occur, as well as to maintain records and information as it pertains to students with disabilities?	☐	☐	☐	Utilize Special Incident Reports (SIR)

76

PROVIDER PROGRAM MANAGEMENT AND ADMINISTRATION				
Performance Standards	**In Place**	**In Process**	**Does Not Exist**	**Supporting Documentation**
Provider developed clearly written descriptions of the roles and responsibilities, performance standards and measures, and processes/procedures for basic special education.	☐	☐	☐	Written descriptions or special education manual that highlights special education compliance obligations and consultation.
The student 504 guide-describes roles and responsibilities for staff and processes/procedures for developing and implementing 504 Plans.	☐	☐	☐	Written guide and a 504 Plan template
Support provided for: school staff, parents, administrators, special education teachers	☐	☐	☐	Written description of supervisory support provided to include consultation, training and professional development
Student IEP/SWD goals are already aligned, and being followed by the vendor	☐	☐	☐	Sample lesson plans with IEP demonstrating goals aligned with curriculum standards and content
How much time is given to the service provider for collaboration/consultation	☐	☐	☐	Collaboration/consultation is provided within a timeline to assist with "best practices."
Is the student being monitored and documented whether SWDs are supported in general education classes?	☐	☐	☐	Documentation of collaboration/consultation between special educators and general educators regarding accommodations and modifications
Evaluate the effectiveness of inclusion support by surveying general educators' understanding and accountability for SWD.	☐	☐	☐	Documentation of collaboration/consultation between special educators and general educators regarding accommodations and modifications
Are the general education teachers consistently applying accommodations for the student?	☐	☐	☐	Documentation of collaboration/consultation between special educators and general educators regarding accommodations and modifications
Vendor Administrator ensures that special educators are documenting instructional time spent with SWDs?	☐	☐	☐	Service instruction delivery log
Vendor Administrator ensure that special educators develop measureable IEP goals or documentation	☐	☐	☐	Sample file of work samples
Administrator records Quarterly Progress Notes specific to IEP.	☐	☐	☐	Quarterly Progress Notes
Vendor Administrator assists the service providers/school staff that SWD entering high school has an IEP that appropriately reflects their post- secondary plans.	☐	☐	☐	Reviewing weekly/monthly reports documented in computer programming

Transition of Students from IDEA				
Performance Standards	**In Place**	**In Process**	**Does Not Exist**	**Supporting Documentation**
Vendor Administrator and the school ensure successful transition of students with Individual Family Service Plans attached to an Individual Education Program including the evaluation, identification, related service provision and program planning & implementation	☐	☐	☐	Transition assessment/transition plans

Summary of Findings and Considerations for the Future

Program Strengths

Per the SEC:

Per the Reviewer:

Challenges

Per the SEC:

Per the Reviewer:

Plans for Future Changes

Per the SEC:

Per the Reviewer:

Appendix B

Assurances and Insurance Requirements

EdLogical meets the insurance requirements as set forth in this RFP. Proof of insurance can be found in Appendix B.

EdLogical will comply with the requirements as set forth in Exhibit C of the RFP, could been found in Appendix B.

EdLogical comply with all **HIPAA/FERPA** and related laws including Student Online Personal Information Protection and Student Data Privacy Agreement.

EdLogical support pertaining to Medicaid and paperwork process

CPH Insurance Policy
Worker Comp
CDE- NPA Approval
DOJ
Long Beach SEPLA Approval;

Certificate of Liability Insurance

Date Issued: 08/29/2018

Underwritten by: Philadelphia Indemnity Insurance Company · One Bala Plaza, Suite 100 · Bala Cynwyd, PA 19004 · NAIC #: 18058
Administered by: CPH & Associates · 711 S. Dearborn St. Ste 205 · Chicago, IL 60605 · P 800.875.1911 · F 312.987.0902 · info@cphins.com

DISCLAIMER: This certificate is issued as a matter of information only and confers no rights upon the certificate holder. The Certificate of Insurance does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend, or alter the coverage afforded by the policies listed thereon.

Insured: Edlogical Group Corp
Hector Valentin
111 West Ocean Blvd, 4th Floor
Long Beach, CA 90802

Policy Number: 079326
Policy Term: 08/27/2018 to 08/27/2019

Covered Locations

Professional Liability: Portable coverage, not location specific
General Liability Insured Location(s):
111 West Ocean Blvd 4th Fl., Long beach, CA 90802
53760 Avenida Herrera, La Quinta, CA 92253
78010 Main Street, Suite 208, La Quinta, CA 92253

Coverage Type (Occurrence Form)	Per Incident (Per individual claim)	Aggregate (Total amount per year)
Professional Liability (E&O)	$ 1,000,000	$ 5,000,000
Supplemental Liability	$ 1,000,000	$ 5,000,000
Licensing Board Defense	$ 100,000	$ 100,000
Commercial General Liability ▫ *Fire/Water Legal Liability*	$ 1,000,000 $ 250,000	$ 3,000,000 $ 250,000
Business Personal Property	$ 15,000	$ 15,000
Vicarious Sexual Misconduct	$ 1,000,000	$ 1,000,000
Owned & Non-Owned Auto	$ 1,000,000	$ 1,000,000
Cyber Liability (Claims Made Form) Retroactive Date: 08/27/2017	$ 25,000	$ 25,000

Comments/Special Descriptions:

Certificate Holder

PROOF OF COVERAGE

If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s). **Notice of Cancellation** will only be provided to the first named insured in accordance with policy provisions, who shall act on behalf of all additional insureds with respect to giving notice of cancellation.

Authorized Representative

C. Philip Hodson

78

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
05/21/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	Rootsy Kraja 310-748-5523 direct	
B2 Insurance Services 1426 Aviation Blvd, Suite 201 Redondo Beach, CA 90278 License #: 0I22551	PHONE (A/C, No. Ext): (424)286-9400	FAX (A/C, No): (424)888-7660	

	E-MAIL ADDRESS: rootsy@b2insurance.com	
	INSURER(S) AFFORDING COVERAGE	**NAIC #**

	INSURER A : **EMPLOYERS PREFFERED INS. CO.**	31283
INSURED EDLOGICAL GROUP CORP 111 W. OCEAN BLVD 4TH FLOOR Long Beach, CA 90802	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES   **CERTIFICATE NUMBER:** 00000000-0   **REVISION NUMBER:** 5

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	☐ CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	☐ POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DED ☐ RETENTION $							$
A	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y / N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? **Y** (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N / A	EIG 2599803 01	02/11/2019	02/11/2020	X PER STATUTE ☐ OTH-ER	1,000,000
							E.L. EACH ACCIDENT $	1,000,000
							E.L. DISEASE - EA EMPLOYEE $	1,000,000
							E.L. DISEASE - POLICY LIMIT $	1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Workers Comp: HECTOR VALENTIN CEO- EXCLUDED

CERTIFICATE HOLDER	CANCELLATION
TBD	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE *Rootsy Kraja* (RLK)

ACORD 25 (2016/03)

Printed by RLK on May 21, 2019 at 10:58AM

CALIFORNIA DEPARTMENT OF EDUCATION
NOTICE OF NONPUBLIC AGENCY CERTIFICATION

Date:	February 06, 2019		
NPA ID:	9900281		
Nonpublic Agency:	EdLogical Corporation		
Site Administrator:	Dianne Valentin		
Site Address:	111 West Ocean Blvd. 4th Floor		
City:	Long Beach	CA	90802

Maximum Capacity: 76+   **Grades:** K to 12   **Student Gender:** Coed

2019 CERTIFICATION STATUS:
APPROVED

EFFECTIVE DATES:

January 01, 2019 *through* December 31, 2019

Authorized Sites to Serve: ☑ LEAs   ☐ NPA Site   ☑ NPS Sites   ☑ Virtual Services

Authorized to Provide the Following Related Services:

☑ APE	☑ BII	☑ LSDR	☑ PCT	☐ SDTI	☐ VECD
☑ AS	☑ CG	☐ MT	☑ PS	☑ SW	☑ LI: DHH
☐ ATS	☐ EE	☑ OM	☐ PT	☐ TS	☐ Other Services Authorized:
☑ BID	☑ HNS	☑ OT	☐ RS	☐ VS	

Certification is not an endorsement of the services offered by the nonpublic agency (NPA), but states only that the NPA meets minimum legal standards. "Approved" or "Conditional" certifications authorize the NPA to accept students placed by local educational agencies (LEAs) under California Education Code, Section 56366.

Focused Monitoring and Technical Assistance VI Unit

Special Education Division

KAMALA D. HARRIS
Attorney General

State of California
DEPARTMENT OF JUSTICE

BUREAU OF CRIMINAL INFORMATION AND ANALYSIS
APPLICANT INFORMATION AND CERTIFICATION PROGRAM
P.O. Box 903417
SACRAMENTO, CA 94203-4170

June 12, 2013

EDLOGICAL GROUP CORP

388 E. OCEAN BLVD., UNIT-1616

LONG BEACH, CA 90802

RE: <u>Custodian of Records Application CONFIRMED - HECTOR VALENTIN</u>

Dear Applicant Agency:

An application was submitted to the California Department of Justice (DOJ) for purposes of confirming a Custodian of Records for the above agency pursuant to Penal Code section 11102.2.

The applicant listed above has successfully met all necessary requirements and has been CONFIRMED by the DOJ to serve in the capacity as the Custodian of Records for the specific agency to which this letter is addressed.

If there are any questions pertaining to this confirmation, please contact the Custodian of Records Unit via electronic mail at COR@doj.ca.gov .

Sincerely,

Cindy Santos

CINDY SANTOS, Supervisor
Applicant Information and Certification Program

For   KAMALA D. HARRIS
Attorney General

81

2019 SELPA NOTIFICATION: INTENT FOR NPA CERTIFICATION

SELPA OF NPA LOCATION : Long Beach Unified District   Dr. Rachel Heenan

NPA: EdLogical Group Corp

NPA Address: 111 West Ocean Blvd 4th Floor   City: Long Beach

County: Los Angeles   Zip: 90802

NPA Directions:

Applicants are required by California *Education Code* (EC) 56366.1(b)(1) to provide the SELPA, in which the NPA is located, with a written notification of its intent to seek certification to provide special education services and related services for individuals with exceptional needs.

The NPA must wait for the SELPA representative to respond at least 30 days for renewal applications and 60 days for new applications prior to submitting the application packet to the CDE. If there is no response from the SELPA, the NPA may attach a copy of the signed/stamped certified mail receipt indicating it was delivered to the SELPA office as evidence it has met the requirements of the law.

SELPA Directions:

SELPA representatives for the area in which the NPA is located have at least 30 days for renewal applicants and 60 days for new applicants to review and comment prior to the NPA submitting the packet to the CDE for processing. The NPA may submit the application to the CDE any time after the 30/60 day timeline, without the SELPA's signature.

SELPA USE ONLY:

I am the representative of the SELPA in which the NPA is located. I have been notified of the intent of the NPA named above, to be certified by the CDE as a NPA providing services for individuals with exceptional needs. I had the opportunity to review and provide input on all required components of the application.

Name of SELPA: *Long Beach USD*

Date NPA Application was sent to SELPA: *9/25/18*

Printed Name of SELPA Representative: *Rachel Heenan*

Signature of SELPA Representative: *[signature]*

Date Signed by SELPA: *10/1/18*

Comments:

Appendix C

EdLogical 2019**- 2020 SPECIAL EDUCATION SERVICE AGREEMENT**

Evaluation & Written Report

Novatime TimeSheet Data

Psychoeducation Assessment Billing Process

Evaluation & Written Report

Description Service	Hours Allowed

1. Administration Set up   1 – 2 Hour
    - Communication with school
    - Determine Assessment Tools Needed

2. Record Review   1 - 2 Hours
    - Teacher Interview
    - Supply forms to Teacher & Parents

3. Schedule with RSP for Student observations   1 – 2 Hours

4. Psych Testing Process On & Off School (2 – 4-day range)   4- 6 Hours
    - Student Testing on site
    - Tools administer (CAS2, TAPS, TVPS, VNI, BASCA)
    - Home office scoring

5. Schedule parents interview on phone or at school site   1 -2 Hours

6. Psych Assessment Report Writing   2 - 4 Hours

7. Quality Assurance Review & Editing   (No Charge)   1 – 2 Hours

83

What makes us unique?

NOVAtime Technology, Inc.

- The largest company dedicated to Workforce Management technology, worldwide;

- Provider of the most robust SaaS and HaaS solutions;

- Trademark owner of SurePath™ – our completely unique technology, process, and approach;

- 19 years of profitability with no third-party funding source.

NOVAtime solutions

- Operating live in over 10 countries on 4 continents;

- Scalable to accommodate organizations with as few as 20 employees to over 100,000 employees;

SUREPATH

91

Data Collection: Web
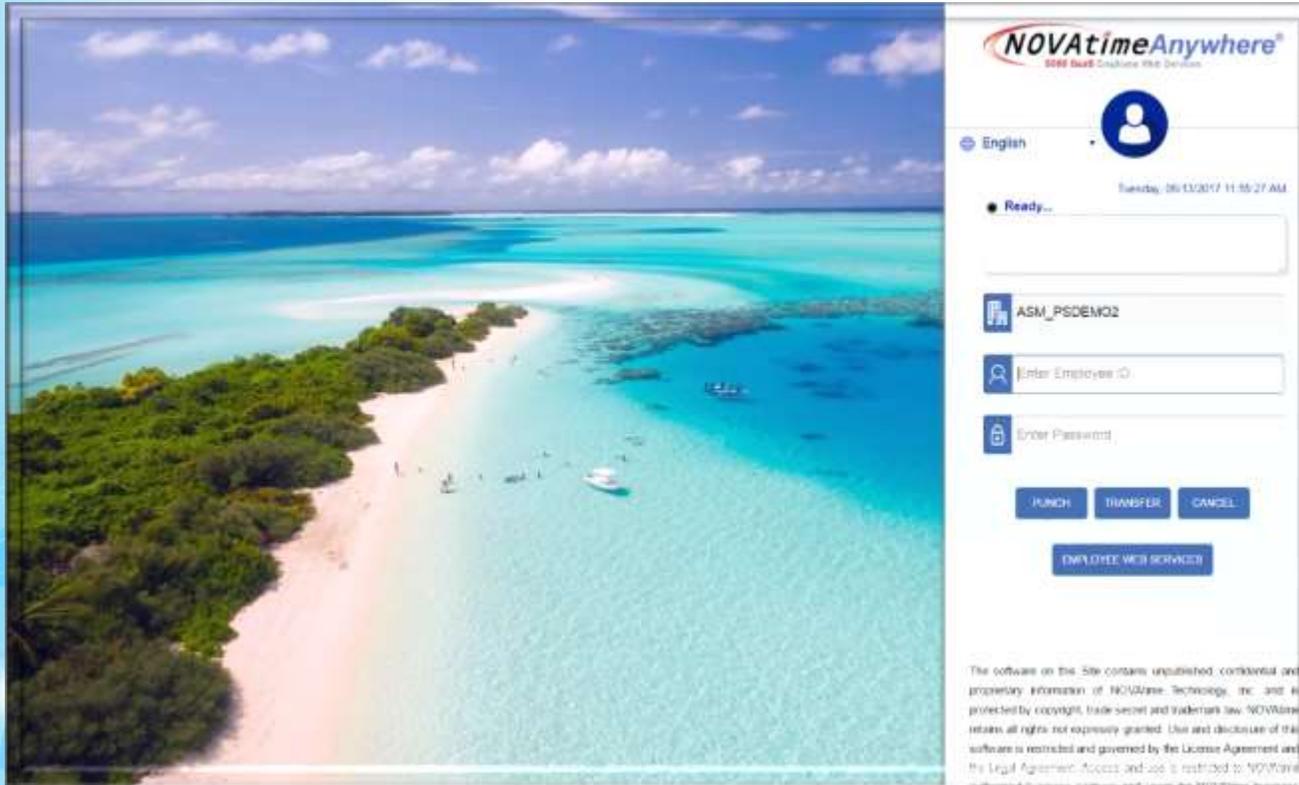
Anywhere – Web Punch

- Offers dynamic functionality that can be based on employees, groups, locations, etc.

- Accessible through a standard web browser (Internet Explorer, Google Chrome, Safari, etc.)

- Provides a consistent delivery model for compliance

92

Encounters 2019

Data Collection: Web – Employee View

Employee Self-Service

- Real-time access to total hours worked

- Real-time access to gross pay (when pay rate, shift differential, and job premiums are stored)

- Access to all historical timesheet data

- Optional capability to add to or edit personal timesheets

Data Collection: Web - Dashboard

Manager Dashboard

- Fully configurable

- 1-click access to all exceptions/ events/notifications

- User/Group defined layout, colors, widgets

- All information presented in real-time

94
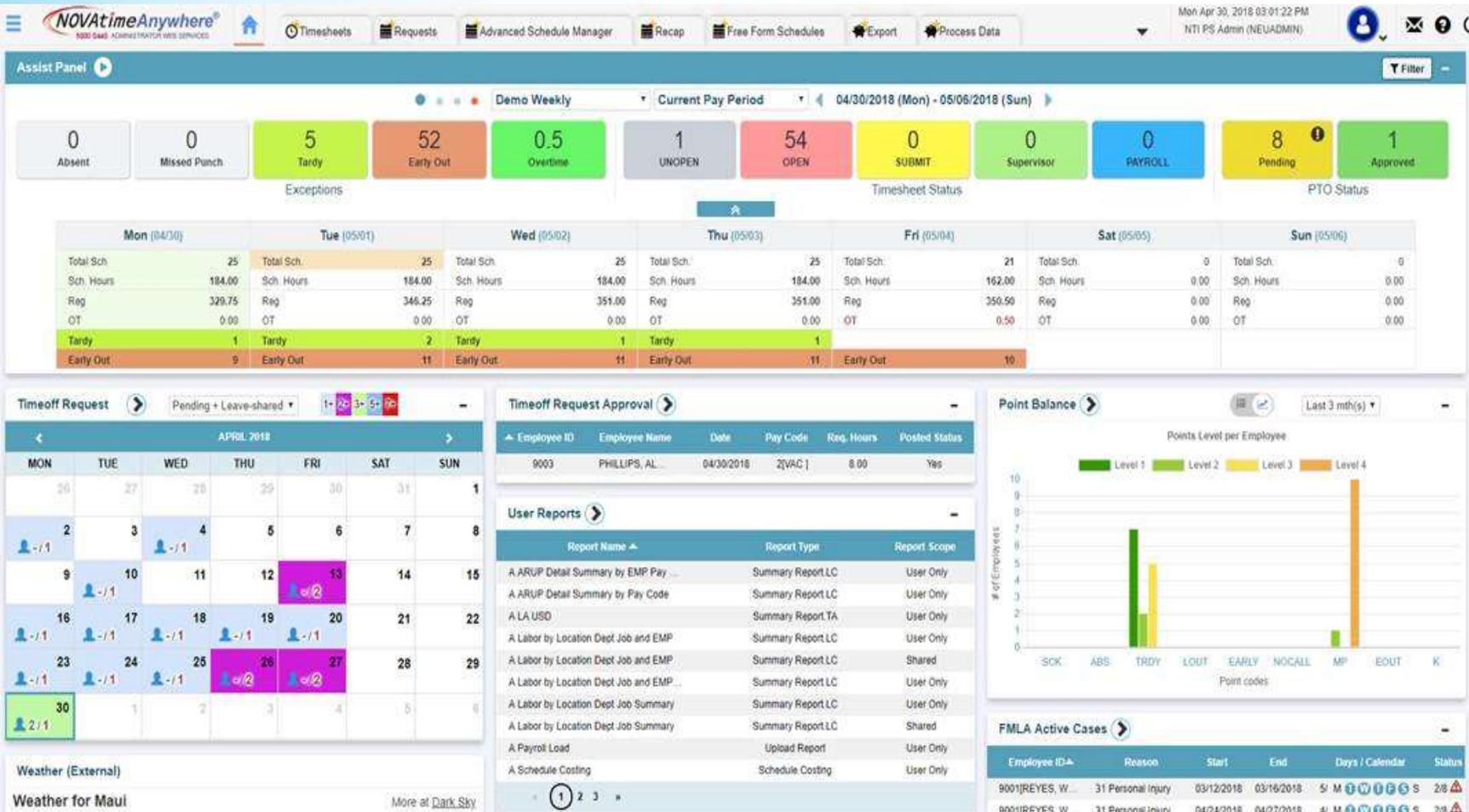
Solution Preview: Core Scheduling

**Employee Self-Service
Schedule Review**

- The schedule page allows employee to see when, where and what time to be at work

- Custom date range review of their schedule and the ability to print

may come in contact with pupils to the MPS administrator for this contract. This list shall be revised in a timely manner and shall be by school site, as appropriate. (a) Include Dates of DOJ Clearances, T.B. Clearances and Child Abuse Training must be on the list of names. (b) This list must be updated as adjustments are made which include changes in assigned personnel.

**eLuma will comply with all statements and requirements above when we begin partnership with Magnolia Public Schools

ELUMA SERVICES AGREEMENT "ESA" --content

This Services Agreement ("Agreement") along with its accompanying exhibits and addenda (the "Exhibits and Addenda") is entered into by and between the Partner and eLuma, LLC, a Utah Limited Liability ("eLuma"). eLuma and Partner may be referred to herein individually as a "Party" or collectively as the "Parties."

1. SERVICES. eLuma will make available to Partner credentialed and qualified clinicians and educators, including but not limited to speech-language pathologists, occupational therapists, social workers, counselors, psychologists, physical therapists, and special educators (each, a "Clinician") to provide therapy and instructional services (the "Services") to Partner students (the "Students") with identified or suspected special needs. Services will be provided in accordance with Addendum 1 Order Form ("Order Form") and may include but not be limited to:

> Therapy services; Instructional services; consultation and collaboration with teachers, parents and Partner; assessment services; administrative and billing work; pre- and post-assessment and intervention services; maintenance of regular documentation of services provided, recommended service plan, services provided, and responsiveness to services as well as participation in Partner meetings, including, but not limited to, individualized education planning meetings, as mutually agreed by Partner and eLuma; and
> Services will be provided via video conference technologies, unless otherwise specified, and in accordance with Addendum 1 Order Form attached hereto.
> Expert Implementation. eLuma will provide service and software implementation help through a proven and remote implementation process based on years of experience. Implementation services may include assistance with student and site selection, technical configuration, facilitator training, scheduling, administrator orientation, school principal orientation, school staff and therapist orientation, coordination and training for school IT department, parent orientation, and eLuma platform training. Partner may order an onsite implementation for an additional fee depending on Partner requirements.

2. SOFTWARE. eLuma will provide one complimentary license access to its proprietary platform, including video conferencing, for each therapy station. Each additional software license for Partner administrators and staff ("Software Licenses") shall be purchased in accordance with the Order Form.

3. VALUE ADDED SERVICES. eLuma may provide an onsite and qualified System Administrator who physically works at the designated sites where Services take place (or online with virtual schools) in order to coordinate

MAGNOLIA PUBLIC SCHOOLS   eLuma   Proposal

scheduling, facilitate therapy sessions, collaborate with and provide training to school staff and administration, and ensure that Services are executed in a successful manner ("Value Added Services") for an additional fee and in accordance with the Order Form.

4. TERMS AND CONDITIONS. Partner agrees that the Services, Software, and Value Added Services shall be provided in accordance with the Terms and Conditions (Exhibit A), Site and Delivery Requirements (Exhibit B), and Order Form (Addendum 1), detailing that which is to be provided and the fees for such. Exhibits A and B and Addendum 1 are herein incorporated by reference and collectively comprise the terms and conditions of this Agreement. The signature on Addendum 1 Order Form is considered legal and binding for this Agreement.

Exhibit A

Terms and Conditions

1. TERM. The Term of this Agreement shall commence on the date first written in Addendum 1 Order Form (the "Start Date") and will end (1) year after the Start Date (the "Termination Date") ("Term"). This Agreement will automatically renew each year on the Termination Date unless the Agreement has been terminated as stipulated herein. The new Termination Date will automatically advance one (1) additional year accordingly.

2. FEES AND PAYMENT. Partner shall be responsible for paying eLuma in accordance with the applicable Order Form, Addendum 1 that has been signed and attached hereto. Partner further agrees to pay the full amount in the Order Form regardless of whether Partner elects to utilize the full allotment of licensed services and software. In the event that eLuma provides additional Services or Software, which have been requested by Partner in writing, eLuma shall be entitled to bill Partner for those additional services. Services cover the regular school year, and Extended School Year ("ESY") services can be made available for an additional fee. Partner agrees to pay eLuma all amounts due within thirty (30) days of eLuma's invoice date. All Service Fees shall be annualized and prorated based on the months remaining through the last day in June of each school year and paid monthly throughout the duration of the Term. Sales tax and credit card processing fees will be charged separately, if applicable, and are not included in the fees outlined in the Order Form.

Partner may elect to pay the total minimum fees as listed in the Order Form within thirty (30) days of signing this Agreement, and eLuma will provide a three percent (3%) discount on the minimum fees due. Alternatively, if Partner's payment is postmarked within 10 days of eLuma's invoice date, the Partner may voluntarily reduce payment for the invoice by one percent (1%).

Late invoices will accrue interest of two percent (2%) per month or the maximum rate permitted by law. If payment is not postmarked within 60 days of the invoice due date, the Partner will be solely responsible for all fees incurred during the collections process, including but not limited to attorney fees and costs, collection fees, court costs, or any other cost which eLuma incurs. If Partner refuses to pay, eLuma reserves the right to withhold all Services and Software access until all outstanding invoices are paid in full. If Partner believes that eLuma has billed Partner incorrectly, Partner must contact eLuma no later than fifteen (15) days after receipt of the invoice, and the Parties will work together to correct any errors. Unless eLuma receives notice of any errors, the invoice amount will be due 30 days from eLuma's invoice date.

3. INFLATION ADJUSTMENT. Partner acknowledges and agrees that for each successive year after the first school year of Services and Software, eLuma may determine at its discretion to raise all Fees each year at the most recent annual rate of inflation, rounded to the nearest half dollar ($0.50) as defined here, or any other U.S. Government URL outlining such increases: http://data.bls.gov/timeseries/CUUR0000SAM?output_view=pct_12mths

MAGNOLIA
PUBLIC SCHOOLS

eLuma

Proposal

4. CLINICIAN AVAILABILITY. eLuma will use its best efforts to provide the Services throughout the Term. If the Partner does not sign the Order Form within thirty (30) days of receipt, eLuma cannot guarantee all of the clinician availability for required Services.

5. NON-SOLICITATION. Partner will not, during the term of the Agreement and for one (1) year thereafter, directly or indirectly solicit any eLuma employee or contractor without eLuma's prior written consent.

6. INDEMNIFICATION. eLuma agrees, to the fullest extent permitted by law, to indemnify and hold harmless the Partner, its officers, directors and employees against all damages, liabilities or costs, including reasonable attorneys' fees and defense costs, to the extent caused by the eLuma's gross negligent performance of professional services under this Agreement and that of anyone for whom the eLuma is legally liable.

The Partner agrees, to the fullest extent permitted by law, to indemnify and hold harmless the eLuma, its officers, directors, employees and subcontractors against all damages, liabilities or costs, including reasonable attorneys' fees and defense costs, to the extent related to: (a) Partner's use of the Services in violation of this Agreement, or (b) any breach or violation of this Agreement by Partner and/or its contractors, subcontractors or consultants.

Neither the Partner nor the eLuma shall be obligated to indemnify the other party in any manner whatsoever for the other Party's negligence.

7. INSURANCE. eLuma shall procure and maintain Commercial General Liability insurance for $1,000,000 per occurrence and $3,000,000 aggregate. eLuma shall also procure and maintain Professional Liability insurance for $1,000,000 per occurrence and $2,000,000 aggregate. Both General and Professional liability insurances will be procured and maintained for the duration of this Agreement.

8. REPRESENTATIONS & WARRANTIES. eLuma represents and warrants that any employee and/or independent contractor of the eLuma is duly qualified and if necessary, licensed to provide the Services. eLuma further represents and warrants that any employee and/or independent contractor of the eLuma will follow all local, state, and federal laws and regulations and will materially comply with all industry standards and practices that may apply to the provision of Services.

Partner represents and warrants that it has been duly authorized, licensed, and/or chartered to operate in its capacity as an educational institution or other institution that serves STUDENTS. Partner further represents and warrants that any employee and/or independent contractor of the Partner will follow all local, state, and federal laws and regulations and industry standards and practices that may apply to its capacity as an educational institution or other institution that serves STUDENTS.

9. DISCLAIMER & WAIVER OF WARRANTIES. Except as expressly set forth in this Agreement, the Services and Software to be purchased under this Agreement are furnished as is, where is, with all faults and without warranty of any kind, express or implied, including any warranty of merchantability or fitness for any particular purpose.

10. NOTICES. Notices required under this Agreement shall be in writing and may be delivered by hand, by facsimile transmission, by certified mail with return receipt requested, or by overnight courier service to the individuals listed in the Order Form, Addendum 1. Notice shall be deemed received, and therefore effective, upon delivery if by hand, upon verbal confirmation of receipt if by facsimile transmission, two days after mailing if by certified mail, or one day after pickup if by overnight courier service.

11. CONFIDENTIALITY

11.1 CONFIDENTIAL INFORMATION. "Confidential Information" means any information disclosed under this Agreement by either party ("Disclosing Party") to the other party ("Receiving Party") that: (a) is in written, graphic, machine readable or other tangible form and is marked "Confidential," "Proprietary" or in some other manner to indicate its confidential nature; (b) oral

information disclosed by the Disclosing Party to the Receiving Party pursuant to this Agreement, provided that such information is designated as confidential at the time of disclosure and reduced to a written summary by the Disclosing Party, marked in a manner to indicate its confidential nature and delivered to the Receiving Party within ten (10) calendar days after its oral disclosure; and (c) information otherwise reasonably expected to be treated in a confidential manner under the circumstances of disclosure. Notwithstanding the foregoing, the following information will be deemed the Confidential Information of eLuma whether or not so designated upon disclosure or confirmed in writing: (i) eLuma pricing; (ii) eLuma Pre-Existing Technology and eLuma Work Product and (iii) any know-how, designs, layouts, configurations, methods, processes, formulae, specifications, functionality, performance data, test results or error or bug information provided by eLuma to Partner under this Agreement or otherwise obtained by Partner from use or examination of the deliverables. Confidential Information may also include information of a third party that is in the possession of the Disclosing Party and is disclosed to the Receiving Party under this Agreement. Confidential Information will not include any information that: (1) was publicly known and made generally available in the public domain prior to the time of disclosure by the Disclosing Party; (2) becomes publicly known and made generally available after disclosure by the Disclosing Party to the Receiving Party through no action or inaction of the Receiving Party; (3) was already in the possession of the Receiving Party without confidentiality obligations at the time of disclosure by the Disclosing Party as shown by the Receiving Party's files and records immediately prior to the time of disclosure; (4) is obtained without confidentiality obligations by the Receiving Party from a third party without a breach of such third party's obligations of confidentiality; or (5) is independently developed by the Receiving Party without use of or reference to the Disclosing Party's Confidential Information.

11.2 NONUSE AND NONDISCLOSURE. The Receiving Party will use the Disclosing Party's Confidential Information solely for the purposes of performing its obligations and exercising its rights under this Agreement. The Receiving Party will not disclose any Confidential Information of the Disclosing Party to third parties or to such party's employees, except that the Receiving Party may disclose the Disclosing Party's Confidential Information to those employees and contractors of the Receiving Party who are required to have the information in order to perform Receiving Party's obligations and exercise the Receiving Party's rights under this Agreement, provided however that such employees or contractors are subject to a confidentiality agreement with terms no less restrictive than those contained herein. If the Receiving Party is required by law to make any disclosure that is prohibited or otherwise constrained by this Agreement, the Receiving Party will provide the Disclosing Party with prompt written notice of such requirement prior to such disclosure so that the Disclosing Party may seek a protective order or other appropriate relief. Subject to the foregoing sentence, the receiving party may furnish that portion (and only that portion) of the Confidential Information that it is legally compelled or is otherwise legally required to be disclosed; provided, however, that the Receiving Party provides such assistance as the Disclosing Party may reasonably request in obtaining such order or other relief at the Disclosing Party's option and expense.

11.3 MAINTENANCE AND CONFIDENTIALITY. The Receiving Party will use commercially reasonable efforts to prevent unauthorized use or disclosure of the Disclosing Party's Confidential Information. The Receiving Party will ensure that its employees who have access to Confidential Information of the Disclosing Party have signed a non-use and non-disclosure agreement in content at least as protective of the Disclosing Party's Confidential Information as the provisions of this Agreement prior to any disclosure of the Disclosing Party's Confidential Information to such employees. The Receiving Party will promptly return all copies of the Disclosing Party's Confidential Information as requested by such Disclosing Party at any time in writing; provided, however, the parties agree that eLuma's continued access to Partner's Confidential Information which is required for the Services will be deemed a Partner Obligation.

12. DEFAULT AND TERMINATION. This Agreement may be terminated under the following circumstances:

Prior to the expiration of the Term by mutual written agreement of the Parties.

By either party by written notice sixty (60) or more days prior to the Termination Date, terminating the Agreement as of the Termination Date.

By either party if the other party fails to perform any material obligation and such failure continues for a period of fifteen (15) days after receipt by the breaching party of written notice from the non-breaching party specifying such default.

MAGNOLIA PUBLIC SCHOOLS   eLuma   Proposal

Immediately upon written notice of eLuma, if Partner requests any action which eLuma deems to be unethical, illegal, or otherwise not conforming with the professional standards expected in the individual therapist profession.

Any termination of this Agreement shall not affect eLuma's rights to payments due to it. Sections 5, 6, 8, 9, and 11 shall survive the termination of this Agreement.

13. APPLICABLE LAW. The Agreement shall be governed by the laws of the State of Utah.

14. AGREEMENT & MODIFICATION. This Agreement embodies the entire understanding between the parties and supersedes all prior agreement and understanding relating to the matters provided for herein. Any modifications to this Agreement are valid and binding only if made in writing and signed by both parties.

15. DISPUTE RESOLUTION. Any dispute, controversy, or claim arising out of or relating to this Agreement, including a breach of this Agreement, will be settled by binding arbitration. Any such arbitration will be held in Salt Lake County, Utah. Both parties will equally bear any fees and administrative costs associated with the arbitration.

16. SEVERABILITY. The provisions of this Agreement are severable. If a court determines any provision of this Agreement to be illegal or unenforceable in any way, the remaining provisions will remain in full force and effect. It is the intention of the parties that this Agreement be enforced to the fullest extent permitted by law.

17. FORCE MAJEURE. Neither party will be responsible for any failure to fulfil its obligations in this Agreement due to causes beyond its reasonable control, including without limitation, computer viruses, bugs, tampering, unauthorized intervention, fraud, communications line failure, acts or omissions of government or military authority, acts of God, shortages of materials, transportation delays, fires, floods, labor disturbances, riots or wars.

18. TRAVEL EXPENSES. Partner shall reimburse eLuma for the travel expenses (i.e., business class airfare, lodgings, mileage at the current federal mileage rate, meals and local transportation) incurred by eLuma personnel in connection with trips pre-approved in writing and undertaken at the Partner's request or for the purposes of meeting with the Partner.

Exhibit B

Site and Delivery Requirements

eLuma and Partner agree to meet the following requirements, as specified, to facilitate timely and efficient delivery of Services and Software in accordance with this Agreement. Parties agree to diligently meet requirements and will use best efforts to fulfill them with expedience and on a coordinated basis with the other Party. In the event that Partner fails to meet any of the requirements listed herewith, eLuma shall not be deemed responsible for failure to deliver Services dependent on the fulfillment of these requirements.

1. CREDENTIALING REQUIREMENTS. Partner agrees to provide clear and complete credentialing and background check requirements required by Partner in writing within a week of signing the Agreement or during the initial setup meeting with eLuma, whichever comes first. Otherwise, eLuma will follow the state and department of education guidelines. If the Partner changes the requirements, Partner will give eLuma up to 90 days to acquire the additional credentialing and background check requirements and allow services to continue without interruption.

2. SITE REQUIREMENTS. Partner agrees to provide and maintain a specially designated location(s) ("Site(s)") to which eLuma may deliver Services for the Partner. The Site designated by the Partner must have an area that is quiet, confidential, and relatively free of distraction. Partner also agrees to provide an adult supervisor at the Site whenever the services are being delivered. Partner will also ensure that the following items are available and/or

eLuma, LLC | elumatherapy.com | (877) 469-3332   20

MAGNOLIA
PUBLIC SCHOOLS

eLuma

Proposal

provided: working computers, audio devices, microphone devices, webcams, high speed Internet, appropriate desk and chairs (properly sized), and other equipment required for Services ("Equipment") for the Site as specified by eLuma. Partner can delegate purchase, payment and delivery of a webcam, microphone, y-splitter, or headset to eLuma for up to two (2) Sites per school location if the Partner does not already have these items.

3. THERAPY SPECIFIC MATERIALS. From time to time, it may be necessary for the Partner to provide additional materials and equipment for therapy services to be effective ("Materials"). These Materials may include writing utensils, paper, theraputty, gym mats, yoga balls, exercise bands, clothespins, and more depending on the service being delivered. The Partner will be responsible to pay for Materials, and both Parties will work together in good faith to ensure that Students have the Materials they need to participate effectively in Services.

4. IMPLEMENTATION SETUP. Parties mutually agree to meet and fulfill implementation requirements as specified and set forth as follows.

To facilitate a fast and effective implementation, eLuma will be responsible for the following:

- Assigning an implementation specialist who will lead the implementation project, ensure that eLuma and Partner tasks are completed in a timely manner, and make sure all parties are coordinated so that Services and Software access can begin as quickly as possible.
- Assigning an information technology specialist who will assist with Site(s) configuration and setup in accordance with the Services and Software outlined in this Agreement.
- Recruiting, hiring, onboarding and credentialing, training, and staffing the Partner needs as outlined in this Agreement.
- Providing a copy of the fully executed Agreement, signed W-9, and the Professional and General Liability insurance to Partner upon request.
- Training adult supervisors (also known as "Facilitators") and creating a one-page document for each Site's Facilitator including, but not limited to:
- Logging into the eLuma's software system.
- Turning on the webcam, microphone, and audio.
- Basic troubleshooting webcam, microphone, and audio issues.
- How to contact the technical support team.
- Creating the therapy schedule with the support of the Partner, or support the Partner in creating the therapy schedule.
- Ordering and shipping Equipment upon the request of the Partner and invoicing in accordance with this Agreement.

To facilitate a fast and effective implementation, Partner shall be responsible for the following before or during the implementation process with eLuma:

- Assigning a main point of contact ("Implementation Champion") for the Partner during implementation. The Implementation Champion will ensure that Partner tasks are completed in a timely manner and that the implementation stays on schedule.
- Assigning an Information Technology specialist and providing a phone number and email in order to set up working computers, webcams, microphones, audio, and/or Ethernet connections at each Site used in conjunction with Services.
- Providing caseload information including, but not limited to the number of Students requiring Services, minutes of Services, and group therapy session size. (Note: groups sessions are not to exceed four (4) Students at a time and no more than two (2) Students per computer.)
- Providing the name(s) of each Site and Facilitator for each Site where Services will take place, along with each Facilitator's best phone number and email address.

eLuma, LLC | elumatherapy.com | (877) 469-3332　　　　　　　　**21**

Proposal

Providing access to Student Individualized Education Plans ("IEPs") by software access, fax, or password protected pdf.

Providing current copies of the academic calendar, along with special scheduling considerations.

Providing support in creating the therapy schedule.

5. DELIVERY REQUIREMENTS. Parties mutually agree to meet and fulfill implementation requirements as specified and set forth as follows.

To facilitate successful delivery of Services, eLuma shall be responsible for the following:

Providing Services through its secure video conferencing software, Software, and Value Added Services in accordance with this Agreement.

Providing Services in an efficient and timely manner.

To facilitate successful delivery of Services, the Partner shall be responsible for the following:

Using its best efforts to communicate and deliver information in a timely manner.

Using its best efforts to execute implementation requirements in a timely manner.

Providing a list of Students who will receive Services from eLuma.

Providing the necessary space and equipment for the Services (not applicable for virtual schools).

Providing access to Student IEP files and other related documentation that will be necessary to provide Services.

Providing a Facilitator at each Site where services take place in order to help with, but not limited to:

Taking Students to and from the Site where Services take place.

Helping the Students log into the computer and video conferencing platform, putting on the headset, etc.

Ensuring the computer is properly connected to the video conferencing platform and contacting the Clinician or eLuma Tech Support if necessary.

Reporting any technology issues are reported and fixed.

Providing support for Student as requested and under the direction of the Clinician.

Assisting in the process of scheduling and communicating general expectations with school staff and therapists and eLuma Clinicians.

Providing Student' school schedules.

Ensuring compliance with state and federal special education laws and regulations.

6. SUPERVISION. If the Partner contracts with eLuma to supervise clinical assistants, including but not limited to speech-language pathology assistants ("SLPA") and certified occupational therapy assistants ("COTA"), Partner agrees to ensure that each assistant will:

Have the necessary education and training.

Meet state and/or American Speech Hearing Language Association ("ASHA") or American Occupational Therapy Association ("AOTA") guidelines for SLPA or COTA code of ethics, duties, and responsibilities.

Follow treatments plans approved by the supervising speech-language pathologist ("SLP") or occupational therapist ("OT").

Not administer standardized or non-standardized diagnostic tests.

Not participate in IEP meetings, case conferences, parent meetings without the supervising SLP or OT present.

Not represent themself as an SLP or OT.

Partner also agrees that eLuma clinicians will:

eLuma, LLC | elumatherapy.com | (877) 469-3332   22

MAGNOLIA
PUBLIC SCHOOLS

eLuma

Proposal

Participate in training the SLPA or COTA.

Make clinical and treatment decisions.

Prepare treatment plan for each Student that the SLPA or COTA works with.

Sign all formal documents and review SLPA or COTA session notes.

Provide direct and indirect supervision as required by the state and/or ASHA or AOTA guidelines.

Cover Sheet

YMCA Agreement With MSA San Diego

Section: III. Action Items
Item: I. YMCA Agreement With MSA San Diego
Purpose: Vote
Submitted by:
Related Material: III I YMCA AND MSA SD .pdf

Board Agenda Item #	Agenda # III I- Action Item
Date:	06/13/19
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Gokhan Serce, Principal
RE:	ASES agreements for MSA-San Diego

Proposed Board Motion

I move that the board grants approval to Mr.Rubalcava, CEO and Superintendent of MPS to sign the MOA for MSA – SD Afterschool ASES Program with YMCA of San Diego County (YMCA) and the MOA with SDCOE and approve the addition of ASES budget in FY 2019-20 based on attached document from SDCOE.

Background

MSA-SD has been receiving after school program grant and services through San Diego Unified School District (SDUSD.) In Jan 2016 SDUSD informed MSA-SD that the district would no longer be providing PrimeTime before/after school services at Magnolia in 2016-17 school year as MSA-SD's fiscal agent, however the After School Education and Safety (ASES) funds that fund the program would remain allocated to Magnolia either through SDCOE or directly. In order to continue to receive these funds to offer a before/after school program, MSA-SD contacted San Diego County Office of Education (SDCOE). After switching to SDCOE, MSASD needed an agreement with SDCOE annually and an agreement with the after school service provider YMCA of San Diego County (YMCA). The term of these agreements are July 1, 2019 through June 30, 2020. YMCA has been MSA-SD's after school service provider for the past 7 years.

Based on MPS policy MPS Board wanted to receive the grant letter to approve the agreements for the ASES services. Unfortunately our consortium, SDCOE, doesn't provide the grant letters until February of that school year. Instead of the grant letter we receive a projected funding and also receive an agreement from County office of Ed in late October. In the last three years MPS board requested to see the grant letter to approve the agreements. Due to the conflict between SDCOE's current practice and MPS Boards policy we were not able to sign an agreement with our service provider, YMCA, before the school starts. As a result of this issue we were not able to pay to YMCA until February of the school years for the last three years.

Although we still do not have the grant letter we have emails from SDCOE confirming the projected funding amount and the grant approval for the next three years these documents are attached.

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

<u>Budget Implications</u>

*** BUDGET IMPLICATIONS HAVE BEEN REVIEWED AND APPROVED BY THE FINANCE DEPARTMENT

ASES is a state grant and needs to be disbursed in compliance with the California ED Code. The fiscal agent, SDCOE, reimburses MSA-SD for the expenses occurred by the YMCA. ASES program is currently not included in the 2019-20 proposed budgets. All income and expenses will be added and budgeted accordingly upon approval.

Funding Source: ASES grant money through SDCOE Consortium

<u>Exhibits (attachments):</u>
- ASES Grant Confirmation Email
- FY19-20 Funding Projection from SDCOE

Anabel Mireles

Wed, May 22, 2:19 PM

Good Afternoon District and Charter School Contacts-

The San Diego County Office of Education was recently notified by the California Department of Education (CDE) that the ASES request for grant renewal has been reviewed and approved. Consistent with California Education Code Section 8483.7(a)(1)(A), the grant renewal begins on July 1, 2019 and ends on June 30, 2022.

If you have any question feel free to contact us directly.

Congratulations!

Thank you,

Anabel Mireles
Responsibility-Positivity-Arranger-Developer-Empathy
Expanded Learning, Student Support Services

FY2019-2020 Fiscal Management System

Attendance & Earnings by Site

(37-24239-1037-EZ)

Middle School After School Base

District/School	Q1	Oct	Nov	Dec	Q2	Jan	Feb	Mar	Q3	Apr	May	Jun	Q4	Total	Rate	Earnings	Gross	Granted
Magnolia Science Academy San Diego																		
Magnolia Science Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	$8.19	$0.00	$0.00	$88,452.00
District Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0		$0.00	$0.00	$88,452.00
GROUP TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		**$0.00**	**$0.00**	**$88,452.00**

Cover Sheet

MPS Intra-Organizational Loan Repayment Plan

Section:	III. Action Items
Item:	J. MPS Intra-Organizational Loan Repayment Plan
Purpose:	Vote
Submitted by:	
Related Material:	III J Intra-Org Loan.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # III J - Action Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Nanie Montijo, CFO and Karl Yoder, DMS
RE:	Approval of Payment Plan for MPS Intra-Organizational Loans

Proposed Board Recommendation

Staff moves that the MPS Board approves the revised payment schedule plan for all MPS Intra-Organizational loans.

Background

All Intra-organizational loans were previously board approved together with the payment plan to repay each school site's short-term loan. Some school sites were not able to adhere to the payment schedule previously approved by the board. The defaulted payments affected the availability of funds from other sites to settle their own short-term loan.

A revised payment schedule is attached for board approval as requested by the auditors. The revised plan is based on the most current data, projected enrollments, latest budget proposals and cash projections. The following assumptions are incorporated in the proposed repayment schedule:

- Added previously board approved $1.93M intra-organization loan to MSA 1.
- Assumed a 60-month repayment schedule for everything over $30k, one time cash payment for under $30k.
- After 60 months, all Due To/Due From will be repaid in full.

Budget Implications

The revised payment schedule is incorporated in each site's cash flow projection using the most current budget proposals.

How Does This Action Relate/Affect/Benefit All MSAs?

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer and Karl Yoder, DMS

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

<u>Attachments</u>

FY 2018-19 Year to Date Intra-Organizational Loan Activities
Revised Five Year Payment Schedule (Proposed)
Projected 2019-20 Cash Flow Statements with Revised Payment Schedule

Cover Sheet

Oversight Authorizer Reports & Update on LAUSD Actions,Plans,Steps & Timeline for Fiscal Benchmarks

Section: IV. Information/Discussion Items

Item: A. Oversight Authorizer Reports & Update on LAUSD Actions,Plans,Steps & Timeline for Fiscal Benchmarks

Purpose: Discuss

Submitted by:

Related Material: IV A Annual Oversight.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	IV A- Discussion Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	MPS Schools Annual Authorizer Oversight Reports

Proposed Board Recommendation

Information/Discussion Item

Background

Oversight Visits Overview

Per the Education Code, charter authorizers need to conduct at least one annual oversight visit to their authorized schools. During an oversight visit authorizers meet with the school leadership, visit classrooms, conduct interviews with staff, parents, and students, check student and staff records, interview some staff (for segregation of duties, etc.), and review a list of documents that our schools provide in physical and electronic binders or folders. As a sample please see **attached** LAUSD annual performance-based binder prep guide 2018-19. The Home Office supports the schools in preparation for the oversight visits through mock visits, document preparation and review, and attendance to the oversight visits.

Also find **attached** MSA-4's charter renewal letter from the LAUSD Charter Schools Division (CSD) which delineate academic and fiscal benchmarks for MSA-4. Our academic team addressed the academic benchmarks directly with the LAUSD Charter Schools Division earlier during the year. MPS' response to fiscal benchmarks has been attached as a separate cover page to this agenda along with our action plan as this will be presented separately by our CFO, Nanie Montijo.

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

2018-19 Oversight Visits

All MPS schools have been visited by their respective authorizers. Following are the oversight visit details for 2018-19:

School	Authorizer	Visited?	Dates/Notes
MSA-1	LACOE	Yes	3/26/19
MSA-2	LACOE	Yes	4/9/19
MSA-3	LACOE	Yes	4/10/19
MSA-4	LAUSD	Yes	2/28/19
MSA-5	LACOE	Yes	4/4/19
MSA-6	LAUSD	Yes	4/2/19 (Charter renewed)
MSA-7	LAUSD	Yes	4/3/19 (Charter renewed)
MSA-Bell	LAUSD	Yes	2/6/19 (Upcoming charter renewal)
MSA-San Diego	SDUSD	Yes	(Upcoming charter renewal)
MSA-Santa Ana	SBE	Yes	(Charter renewed)

Oversight Visit Reports

Authorizers typically provide the school with a report after their visit to delineate the school's areas of strength and areas for improvement as well as areas of compliance and non-compliance, if applicable. The school leadership and the Home Office review those reports very carefully for continuous improvement of our schools. LAUSD also gives a rating to the schools (out of 4) for the following areas: Governance, Student Achievement and Educational Performance, Organizational Management, Programs, and Operations, and Fiscal Operations. The following are ratings our LAUSD authorized schools received in 2017-18 and 2018-19:

Authorizer Oversight Visit Reports	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
		2018-19		
MSA-4	4	3	3	4
MSA-6	4	4	4	4
MSA-7	4	3	4	4
MSA-BELL	4	3	3	4
		2017-18		
MSA-4	3	3	3	3
MSA-5	3	3	3	3
MSA-6	3	3	3	3
MSA-7	3	3	4	3
MSA-BELL	3	3	3	3

So far we have received 2018-19 oversight visit reports for MSA-4, 6, and Bell from LAUSD, and the attached letter from the CDE for MSA-Santa Ana. We have not received a letter or report from LACOE or SDUSD yet, but the overall visits have been successful, with no findings for non-compliance. The letter from the CDE states that the school is in compliance with the charter petition and the MOU.

It is notable that all our LAUSD-authorized schools received ratings of no less than "3" in each of the four areas, with MSA-6 receiving all "4"s. All four schools received a rating of "4" in both Governance and Fiscal Operations.

==Areas Noted for Further Growth and/or Improvement from Oversight Visit Reports==

Magnolia-wide:

Notes: MPS leadership shared some updates in its policies, procedures, and systems that are in place and will be implemented to ensure that all schools are compliant with AB1432. Some of the updates include the following:

- Upon MERF Human Resources annual review of the MERF employee handbook with its legal counsel, updates will be made as necessary and will be presented to the MERF Board for approval.
- MERF HR will review and explain the compliance checklist, which includes AB 1432 training, with the school principals to implement the mandatory trainings to school staff.
- MERF works with Safe Schools trainings under CharterSafe to assign individual training sessions for many required trainings including the ones required by AB1432. While the legal requirement is for staff to complete within six (6) weeks after the first day of school or employment (whichever is first), MERF internally strongly encourages employee to complete the trainings within four (4) weeks after the first day of school or employment (whichever is first).
- MERF HR and the school sites work together to make sure all trainings are completed in a timely manner.

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

Itemized Receipts for Credit Card Purchases:
Based on the CSD's review of the school's credit card statements for the period spanning from June 2018 through December 2018, a sample of 17 transactions were selected for further review. The CSD noted that one of these items lacked an itemized receipt (which was purchased with the school credit card ending in 91003, in the amount of $66.00, dated 10/27/2018 and payable to Dominos Pizza). However, MERF provided documentation which referenced the proper approval and supported this transaction.

The CSD noted that MERF's Fiscal Policies and Procedures (FPP's) were silent regarding itemized receipts as part of its required documentation for credit card purchases. The CSD recommends that MERF update its FPP's, to include the mandatory submission of itemized receipts to support all purchases.

The Charter Schools Division will review the recommended updates to the school's fiscal policies by the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that require immediate action to remedy concerns noted in this report.

MSA-4:

Areas Noted for Further Growth and/or Improvement

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS

While the school has implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis, school leadership recognizes a need for improvement by developing a "Measurable Pupil Outcomes and Action Plan. Some of the features of the plan include the following:

- Develop a greater understanding of StudySync ELA Common Core curriculum in order to increase student achievement though StudySync trainings, department meetings/collaborations, Tuesday PDs, external and Magnolia-wide ongoing professional development
- Improve the Lexile levels for all students so that they can be at a or above grade level though the MyOn Program and Summer In-Service Training
- Teachers will be expected to pose higher-level questions to students that are geared toward pushing their critical thinking skills
- MPS Math Coach to provide professional development monthly to improve foundational skills to increase student achievement in Math. Professional development will be differentiated.
- Continue power Classes for targeted students and after-school tutoring (tutoring offered daily from 3:10pm to 4pm)

Additionally, school leadership shared the following: "One potential root cause in the decline in ELA and Math for our Latino students is not connecting with the curriculum and internalizing their learning. We will spend more PD time on building Culturally Responsive and relevant Pedagogy competencies, which will lead

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Magnolia Science Academy 4**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **2/28/2019**

to the inclusion of incorporating high-interest topics that students can relate to in all classrooms. Additionally, Imagine Etiquette has been brought in as a partner to motivate some middle school and 11th grader student's thought the fostering of a greater sense of cultural pride."

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

MSA-7:

Areas Noted for Further Growth and/or Improvement
Please see summary for A2 and O4 that details what MSA 7 is doing to improve academic achievement for all students, especially in the area of math and for English Learners.
Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Areas Noted for Further Growth and/or Improvement
A2: Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018
- Per CDE, MSA 7 has 5 numerically significant subgroups (English Learners, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White). 1 out of 5 numerically significant subgroups demonstrated growth in Math (White students). In Math, English Learners declined by 6.49%; Latino students declined by 10.77%; Socioeconomically Disadvantaged students declined by 12.67; and Students with Disabilities declined by 0.76%
  - Per school leadership, in an effort to increase academic achievement in math, MSA 7 will "continue with the XtraMath program to continue building math fact fluency, as well as after school tutoring based upon benchmark data. Rather than continuing an out-of-classroom math intervention program, we plan on focusing on building a strong guided math group program that aligns across grade levels."

O4: The school continues to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.
- Per school leadership, in an effort to increase academic achievement, the following is being implemented:
  - English Learners receive 30 minutes of ELD Designated instruction in a protected block of time during the school day. The primary curriculum used during this designated time is *Wonders*, which is used in conjunction with supplemental programs such as Duolingo.
  - An instructional aide was hired to assist the EL Teacher/Coordinator in providing more academic support to English Learners.
  - ELD focused tutoring after school with ELD teachers
  - There are two paraeducators to support students with disabilities, as well as two Behavior Intervention Implementation (BII).
  - Counseling services for newcomers
  - Multi-Tiered System of Supports (MTSS) for students, with clear supports for those in Tiers 1, 2, or 3.
  - Principal attended a Homeless Education and Foster Youth Services Workshop 101 on 10/12/2018 proved by Foster Youth Services Coordinating Program
  - Student Support and Progress Team meetings occur monthly to discuss students' needs, strategies, etc.

MSA-BELL:

Areas Noted for Further Growth and/or Improvement

A1: Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018
- Per the SBAC Report (CDE), 1 out of 5 numerically significant subgroups (Students with Disabilities) demonstrated growth. 4 out of the 5 subgroups demonstrated declines (English Learners at 0%; Latino students declined 7.19 percentage points; Socioeconomically Disadvantaged students declined by 7.56 percentage points; and White students declined by 5.43 percentage points)

The Home Office will continue to provide the board with any oversight report and feedback from the authorizer visits.

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):

- Attachment A - Annual Performance-Based Oversight Visit Preparation Guide 2018-2019
- MSA-4 Benchmarks Letter
- October 2018 Site Visit Letter No Concerns (for MSA-Santa Ana)
- Oversight Visit Reports for MSA-4, 6, 7, and Bell

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

AUSTIN BEUTNER
Superintendent of Schools

FRANCES GIPSON, Ph.D.
Chief Academic Officer
Division of Instruction

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT
PREPARATION GUIDE 2018-2019
Rev. 09/25/18

OVERVIEW

As part of our continuing efforts to provide performance-based oversight and to support the success of all students enrolled in LAUSD-authorized charter schools, the Charter Schools Division (CSD) observes and monitors each school's performance in view of state and federal law, District policy, and the school's charter. You can access District Policies Applicable to ALL LAUSD-Authorized Independent Charter Schools at https://achieve.lausd.net/Page/1823. In addition, you can access supplemental information on the CSD website at https://achieve.lausd.net/Page/1816. CSD staff members often make a number of informal visits to their assigned schools and may attend governing board meetings and admission lotteries throughout the academic year as part of year-round oversight. In accordance with California Education Code § 47604.32, the CSD annually conducts at least one formal school site visit - the "annual performance-based oversight visit" - that focuses on charter school performance in the following four categories:

Category I:	**Governance**
Category II:	**Student Achievement and Educational Performance**
Category III:	**Organizational Management, Programs, and Operations**
Category IV:	**Fiscal Operations**

The CSD provides the following guidance to assist charter schools in preparing for this year's CSD annual performance-based oversight visit. We hope this information will clearly communicate our expectations and thus enable each school to make sufficient advanced preparation to ensure a smooth, productive, and efficient visit experience for all. Prior to the annual oversight visit, your CSD assigned administrator, in consultation with the charter school's leadership, and the CSD Fiscal Team member assigned to the school, will determine and communicate the specific activities and schedule for the visit.

LOGISTICS
In order to facilitate a productive and efficient review process, the CSD requests each charter school to provide appropriate space(s) for the following visit activities:

☐ Small confidential work area containing a table and chairs with at least one nearby electrical outlet and **internet access**, for the use of the CSD visiting team to conduct document review and other team activities
☐ Room or other space in which the CSD team and the school leadership team can gather together for the Morning Meeting and visit debriefing
☐ If the school has been notified in advance that the visit will include stakeholder focus group interviews, a room or other space appropriate for conducting these confidential interviews.
Note: A single room or space may be appropriate, of course, to serve multiple purposes.

Please provide the following items in a separate folder for the CSD visiting team:

☐ Visit Schedule
☐ Master Schedule
☐ Staff Roster
☐ Site Map
☐ Bell Schedule
☐ School Contact Information

The CSD annual performance-based oversight visit typically encompasses the following activities, which provide opportunities to gather evidence (information and data) related to the performance indicators as well as to share "educator-to-educator" information and insights (required activities are in ***bold/italics***):

1. Interview/Discussion
   a. ***"Morning Meeting"*** with school leadership, which includes reflection and discussion of school academic achievement data and other key aspects of school performance
   b. ***Interview/discussions with organization and school-site leadership*** on specific topics (e.g. special education) and as needed to clarify and/or augment information already gathered
   c. ***Interviews of stakeholder groups*** (students, parents, staff) as determined by CSD staff
   d. ***Debriefing of visit with school leadership***
2. Observation
   a. ***Classroom observation***
   b. ***Site observation***
3. Document Review
   a. ***Review of documentation provided by school*** (see guidance below)
   b. ***Request and review of additional documentation***
4. Fiscal Review[1]
   See section below on preparation for fiscal review

---

[1] Note: The fiscal review component of the annual oversight visit may take place on a different day and/or at a different location (e.g. charter operator offices). The school/charter operator will be notified directly by the Fiscal Team, usually six weeks in advance of the scheduled annual performance-based oversight visit.

Annual Performance-Based Oversight Visit 2018-2019　　　　　　*Page 3 of 14*
Preparation Guide Rev. 09/25/18

PREPARATION FOR INTERVIEW/DISCUSSION
In the weeks prior to the scheduled visit, your CSD administrator will be providing school-specific guiding questions that focus on performance in one or more of the four assessment categories. The guiding questions are used during the Morning Meeting on the day of the visit to lead the discussion between the school's leadership team and CSD staff.

PREPARATION FOR DOCUMENT REVIEW
As an integral part of every annual oversight visit, the CSD reviews documentation in order to gather information and evidence regarding the school's performance in the four categories set forth above. In the event the charter school leadership prefers to electronically maintain and submit in Dropbox all required documents for the binder review, please notify in writing said request **at least six weeks prior** to the scheduled Oversight Visit, and forward it via email to the assigned CSD Specialist. Please provide the names and email addresses of staff that will need access to Dropbox and they will receive an invitation to upload documents for the oversight visit. You will create folders labeled Binder 1, Binder 2, Binder 3 and Binder 3A to organize and submit the required documents. Please limit file names to less than 40 characters in length.

PREPARATION FOR BINDER (*hard-copy or electronic)

In order to facilitate the document review process, it is important to assemble and organize the school's documentation for the first three performance categories into the following binders:

      Binder 1:   Governance Documentation
      Binder 2:   Student Achievement and Educational Performance Documentation
      Binder 3:   Organizational Management, Programs, and Operations Documentation
      Binder 3A: Documentation of Compliance with Clearance, Credentialing, ESSA Qualifications, Mandated Reporter Training requirements and Bloodborne Pathogen Training which must be generated in *hard-copy vs. electronically.

PREPARATION FOR FISCAL OPERATIONS DOCUMENTATION
As outlined more fully below, all documentation for the fourth performance category, Fiscal Operations, should be submitted **electronically** to the Fiscal Team member assigned to your school **three weeks prior to the fiscal site visit**, which is usually a component of the annual oversight visit but may be scheduled for a different day.

The following sections of this guide provide brief descriptions of the specific documentation needed for each performance category. Include all documentation applicable to the grade levels served by the school.

BINDER 1: GOVERNANCE DOCUMENTATION

Please organize the documentation provided in this binder in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below.

- ☐ 1.1 **Organizational Chart**
  - Current and complete organizational chart (including Governing Board)
  - Organizational chart from current petition
- ☐ 1.2 **Bylaws** (Provide if changed after Fall 2018 submission date)
  - Current Governing Board bylaws
- ☐ 1.3 **Board Members** (Provide if changed after Fall 2018 submission date)
  - Current roster of Governing Board members with contact information along with evidence that Board contact information is accessible to school stakeholders
- ☐ 1.4 **Board Meeting Agendas and Minutes**
  - Board meeting agendas and minutes for all meetings held in the last 12 months
- ☐ 1.5 **Board Meeting Calendar** (Provide if changed after Fall 2018 submission date)
  - Calendar(s) of regular meetings of Governing Board
- ☐ 1.6 **Committee(s)/Council(s) Meeting Calendars and Agendas**
  - Calendar(s) and Agenda(s) of Committee(s)/Council(s) with sign-in sheets (titled and dated). Include evidence of School Site Council and ELAC meetings (for applicable schools).
- ☐ 1.7 **Evaluation of School Leadership**
  - Evidence of a system of evaluation for chief executive officers and school administrator(s)
- ☐ 1.8 **Brown Act Training**
  - Documentation of Brown Act training for Governing Board members, including recent training for all new members
- ☐ 1.9 **Agenda Posting Procedures**
  - Documentation of the Board meeting agenda posting procedures, including evidence of implementation (Include evidence that agendas are on the school's website.)
- ☐ 1.10 **Parent-Student Handbook(s)**
  - Current and complete Parent-Student Handbook(s) (Provide if changed after Fall 2018 submission date)
- ☐ 1.11 **Uniform Complaint Procedures** (Provide if changed after Fall 2018 submission date)
  - Complete documentation of school/organization's Uniform Complaint Procedures (UCP) policy and forms that meet State and Federal requirements. Information regarding UCP policies and procedures can be found at https://www.cde.ca.gov/re/cp/uc/.
    NOTE: Each charter school must have its own UCP as well as the District's UCP brochure (for special education purposes). The UCP is specific to complaints that could be possible violations of federal or state laws. Independent charter schools should maintain evidence of UCP logs and compliant implementation of regulatory timelines in the event the school is audited. An independent charter school is requested to review and be familiar with UCP requirements

and guidance on the California Department of Education (CDE) website (http://www.cde.ca.gov/re/cp/uc/), and additionally compare its UCP documents to the LAUSD UCP documents provided on the LAUSD website at lausd.net, in the *Offices* tab, at the *Educational Equity Compliance Office.*
NOTE: The UCP policy, procedures, and documents have also been added to the *COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW* document for the governing board's annual review and certification.

☐ 1.12　**Stakeholder Complaint Procedure(s)**
- Evidence of other stakeholder complaint procedure(s) for complaints outside regulatory scope of UCP, including the school's complaint form(s)

☐ 1.13　**Human Resources Policies and Procedures**
- Evidence of policies and procedures specifically related to:
  - Staff Due Process
  - ESSA Qualification, Credentialing, and Clearance Requirements

☐ 1.14　**Data-Based Decision-Making**
- Evidence of a system for Governing Board review and analysis of school data to inform and support sound decision-making

☐ 1.15　**Fiscal Management and Accountability**
- Evidence of a system for Governing Board establishment, review and monitoring of fiscal policies, procedures, budget and finances to ensure sound fiscal management

BINDER 2: STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE
Please organize the documentation provided in this binder, as applicable to the grade levels served by the school, in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below. Prior to the oversight visit, analyze and be prepared to discuss the school's results and any other relevant sources of quantitative performance data that demonstrate the extent to which the school's significant subgroups as well as its schoolwide student population as a whole have experienced increases in academic achievement.

☐ 2.1　**LAUSD Office of Data and Accountability Data Set** (provided to the school prior to the visit)

☐ 2.2　**School Internal Assessment Data** (with analysis of results)
- Additional quantitative performance data and information gathered and/or produced by the school related to academic performance and progress assessment, monitoring, and **analysis**, such as:
  - Internal Assessments: Internal periodic assessments in ELA and Math. Internal assessment data for grades K, 1, 2, 9 and 10, to include:
    - Internal assessment data process
    - Tool(s) employed to collect data
    - Frequency of collection and growth (from beginning, middle, and end of year)

NOTE: Data must include an analysis of schoolwide and disaggregated subgroups for ELA and Math.
NOTE: The Internal Assessment data is only to be included as evidence for a new charter school or for charter schools which serve grade levels K, 1, 2, 9 and 10 which are not administered the CAASPP (SBAC).
NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. SBAC Block Assessments,

Annual Performance-Based Oversight Visit 2018-2019　　　　　　*Page 6 of 14*
Preparation Guide Rev. 09/25/18

NWEA, DIBELS) and/or other assessment instruments for which the school can demonstrate validity/reliability

NOTE: For your awareness, the oversight report will include the school's ratings on the California School Dashboard. The school's dashboard ratings **will not impact** the overall Student Achievement and Educational Performance Rating for 2018-2019 oversight, but will provide informational areas of focus. California School Dashboard Indicators may, however, figure into next year's 2019-2020 oversight ratings.

☐　2.3　　CELDT/ELPAC Criterion reports (CDE)

BINDER 3: ORGANIZATIONAL MANAGEMENT, PROGRAMS, & OPERATIONS DOCUMENTATION
Please organize the documentation provided in this binder in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below.

☐　3.1　　**School Safety and Operations** (School Safety Plan & Procedures)
　　　a. **Visitor's Policy**: Copy of policy in Parent-Student Handbook and evidence that policy is posted for the public
　　　b. **School Safety Plan**: Comprehensive Health, Safety, and Emergency Preparedness Plan, staff roles and assignments, including evacuation route maps (that complies with co-location requirements if co-located) and includes Threat Assessment protocol. For Co-locations, include copy of District school's Safe Schools Plan incorporating the charter school
　　　c. **Emergency Drills and Training**: Documentation of evidence of conducting safety drills and emergency preparedness staff training
　　　d. **Child Abuse Mandated Reporter Training**: Documentation of Child Abuse Mandated Reporter training for all staff and other persons working on behalf of the school who are mandated reporters (Include employee training documentation in Binder 3A)
　　　e. **Bloodbourne Pathogens Training:** Documentation of Bloodbourne Pathogens training for all staff (Include employee training documentation in Binder 3A)
　　　f. **Suicide Prevention Policy** for schools serving students in grades 7-12: (Provide if changed after Fall 2018 submission date) Inclusive, including evidence of board adoption of the policy; how stakeholders and mental health experts were consulted when developing the policy; professional development on suicide awareness and prevention; and any other activities that support AB 2246.
☐　3.2　　**Health and Safety**
　　　a. **Current and appropriate Certificate(s) of Occupancy** (COO) or equivalent for all non-District sites on which the school operates (Provide if changed after Fall 2018 submission date)
　　　b. **Student Immunization and Health Screening**: Evidence that the school provides for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school
　　　NOTE: Do not provide individual student information
　　　c. **Epi-Pen**: Documentation that the school maintains unexpired epinephrine auto-injectors ("epi-pens") onsite and has provided training to volunteer staff in the storage and use of the epi-pen

☐ 3.3   **School Instructional Programs**
       a. **Standards-Based Instructional Program**: Evidence of grade-level-appropriate California academic standards-based instructional program, which is aligned in accordance with the California Common Core State Standards and the English Language Development standards and the California Next Generation Science Standards. Evidence of staff professional development about Standards-Based Instructional Program (may provide in section 3.4b)
       b. **Local Control and Accountability Plan (LCAP) and English Learner Master Plan or statement you are using the District English Learner Master Plan (Provide if changed after Fall 2018 submission date)**
       c. **CAASPP (SBAC) Technology Readiness**: Evidence of technology readiness to administer CAASPP (SBAC) assessments (If existing schools are experiencing difficulty in this area, please notify your CSD administrator)
       d. **WASC Accreditation Notification letter** (as applicable)
       e. **UC Doorways**: Evidence that all A-G high school courses have been approved through UC Doorways (UCOP printout) (as applicable)
       f. **Advanced Placement** examination participating and passage
       g. **A-G**: Completion of and progress toward A-G requirements
       h. **College**: College Acceptance
       i. **Transitional Kindergarten**: Evidence that the school has implemented TK (as applicable)
       j. **Meeting the Needs of All Students**: Evidence of implementation of interventions and supports to meet the learning needs of all students, including implementation of the school's Master Plan for English Learners as well as programs and activities to serve foster youth, socio-economically disadvantaged/students eligible for free and reduced price meals, students performing above and below grade level, students with disabilities, and GATE students/high achievers
       k. **Key Features of Educational Program**: Evidence of implementation of the key features of the educational program set forth in the charter. Evidence of staff professional development about Key Features of Educational Program (may provide in section 3.4b)
       l. **(Schools Serving 9th graders)**: Evidence of compliance with the Mathematics Placement Act

☐ 3.4   **School Management and Operations**
       a. **Special Education**: Evidence of provision of special education programs, services, and procedures in compliance with MCD, including:
- District Validation Review (DVR) - Documentation of the results of school's most recent (DVR)
- Self-Review Checklist - Copy of the school's current/up-to-date Special Education Self-Review Checklist
- Welligent Reports - Copy of the school's most current/up-to-date "IEP200-Annual and Triannual IEP Report" and the "SER300 (printed the week of the oversight visit)
- Professional Development- Evidence of staff professional development about Special Education (may provide in section 3.4b)

       b. **Professional Development**: Evidence of the school's professional development programs (e.g., school PD, CMO PD, and educator conferences) to support teachers and other school instructional staff (Can be provided here or in each section, as specified)

    c. **School Climate and Student Discipline**: Evidence of implementation of school climate and student discipline system that aligns with the principles of the District's Discipline Foundation Policy https://achieve.lausd.net/page/11924#spn-content , including:

- Tiered Behavior Intervention - Evidence of the school's tiered system of behavioral supports and interventions, such as SSPT
- Alternatives to Suspension - Evidence of the alternatives to suspension implemented by the school
- Schoolwide Positive Behavior Support System - Evidence of the school's recognition/incentive program(s) and/or other practices that provide positive behavior reinforcement and support
- Data Monitoring - Evidence that school collects, analyzes, and responds to data related to school climate and student discipline
- Professional Development - Evidence of staff professional development about School Climate and Student Discipline (may provide in section 3.4b)

    d. **Stakeholder Communication and Parent Engagement**: Evidence of a stakeholder communication system for gathering input, encouraging and facilitating parent involvement, sharing information, and resolving concerns, including:

- Stakeholder Consultation - Evidence of stakeholder consultation regarding the school's educational programs and its LCAP and related meeting agendas
- Parent Engagement – Evidence of parent engagement, including parent involvement policy and compact per Title I (ESSA) requirements
- Information Sharing – Evidence that the school shares accessible and relevant data and information regarding individual student and school-level performance and progress with all stakeholders (parents/guardians, students, teachers, and community members) as appropriate
- Transferability of Course Credit/Courses – Evidence that parents are informed about transferability of courses/course credit to other public high schools and the eligibility of courses to meet college entrance requirements
- Access to Approved Charter – Evidence that the school provides ready access to the school's approved charter to all stakeholders
- Documentation of complaint resolution process

    e. **Stakeholder Communication and Transparency**: Evidence that the school demonstrates informational transparency to stakeholders via documents available both manually and electronically (website preferred) in the following areas:

- UCP and General Complaint procedures
- Title IX information in accordance with SB1375 (required on website)
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in LAUSD Charter School Transparency Resolution (schools may provide evidence of other electronic means for this item, if means other than website are utilized)

      f.   **Staff Evaluation**: Evidence of a system of evaluation for faculty and other staff
        NOTE: Please provide this documentation here only if it is not included in Binder 1; see note in Binder 1 section above.

BINDER 3A: DOCUMENTATION OF COMPLIANCE WITH CLEARANCE, CREDENTIALING, ESSA QUALIFICATIONS AND MANDATED REPORTER TRAINING REQUIREMENTS
Please organize the documentation provided in this binder in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below.

☐ 3A.1   **Certifications and Related School Information**
     a.   **Certification (ESSA Grid)**:The <u>original signed document and one full-sized copy</u> of the school's completed and signed "Certification of Clearances, Credentialing, ESSA Qualifications, and Mandated Reporter Training 2018-2019" form (often informally referred to as the "ESSA Grid"), on which the school, through its Custodian of Records, certifies compliance with criminal background clearance, tuberculosis (TB) risk assessment/clearance, ESSA teacher and paraprofessional qualifications, credentialing, child abuse mandated reporter training requirements, and blood borne pathogen training for all staff.
       NOTE: All school employees as well as all contracting entities/independent contractors ("vendors") providing school-site or student services must be included on the completed form.
       NOTE: The completed certification document should be ready and available for CSD review no later than the **7th week after the first day of school**. In the event that the school makes any subsequent personnel/ vendor changes, the form needs to be updated to reflect current staff and vendors
     b.   **Staff Roster**: Current and complete school staff roster that shows all current assignment(s) for each staff member
     c.   **Master Schedule**: Master schedule that also indicates which teachers instruct ELs, and which subjects/courses are identified as "core" and "college preparatory" in the school's approved charter
     d.   **Custodian of Records**: Documentation that the school has at least one Custodian of Records who has been confirmed by the California Department of Justice (e.g., DOJ confirmation letter; DOJ Custodian of Records notification)

Please organize and tab the remaining three sections of binder 3A by last name of individual staff members or by contracting entity name. Provide this documentation (items 3A.2 and 3A.3 below) in the **same order as requested on the ESSA Grid**. i.e. *New Certificated Employees* collated by employee, followed by *Continuing Certificated Employees* collated by employee, followed by *New Non-Certificated Employees* collated by employee, and finally *Returning Non-Certificated Employees* collated by employee.

☐ 3A.2   **Certificated Employee Documentation**
     a.   **Criminal Background Clearance Certification**: Completed and signed "Criminal Background Clearance Certification" certifying criminal background clearance prior to employment or in any capacity.
       NOTE: Ensure all Social Security numbers recorded on these original forms are redacted

      b. **Credential(s)**: Copy of current credential(s) (copy of original certificate(s) or print-out from CTC website), showing issuance and expiration dates, type of credential, subject matter authorization, and type of EL authorization, for each position/assignment performed by the staff member as required by the CDE Administrators Assignment Manual
      NOTE: Ensure credential printouts are legible and clearly show all authorizations

      c. **Additional Authorization Documentation**: Any additional documentation necessary to authorize certificated service (e.g., CBEST, Temporary County Certificate (TCC), Teaching Permit for Statutory Leave (TPSL) documentation for any employee with a one-year credential)

☐ **3A.3** **Non-Certificated Employee Documentation**

      a. **Criminal Background Clearance Certification**: Completed and signed "Criminal Background Clearance Certification" certifying criminal background clearance prior to employment or in any capacity.
      NOTE: Ensure all Social Security numbers recorded on these original forms are redacted

☐ **3A.4** **Employee Child Abuse Training Documentation and Bloodborne Pathogen Training**: For all staff members include the supporting documentation of completion of the Child Abuse training within timelines specified in AB 1432 and the Bloodborne Pathogen Training.

☐ **3A.5** **Contracting Entities Documentation** (For each contracting entity/independent contractor ("vendor"))

      a. **Clearances and Credentialing Certification**: Current documentation from vendor certifying timely compliance with applicable criminal background and TB risk assessment/clearance requirements for vendor employees, and credentialing requirements for certificated vendor employees, with an appended list of the specific vendor employees covered by the certification.

      b. **Sole Proprietor Vendors**: Current documentation from charter certifying timely compliance with applicable criminal background and TB risk assessment/clearance requirements for sole proprietors, and credentialing requirements for certificated vendor employees (AB 949 which amends Education Code section 45125.1 to address criminal background clearance procedures for sole proprietors, becomes effective law on January 1, 2018)
      NOTE: The charter school is responsible for ensuring that vendors provide the *Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification* signed form to the charter school prior to the provision of services to the school.

☐ **3A.6** **Volunteer Clearances Certification** (if applicable)

      a. **Clearances Certification**: Documentation certifying that the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school-site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per the requirements of AB 1667, with an appended list of the names of the specific volunteers covered by the certification
      NOTE: To ensure adherence to HIPAA requirements and purposes, CSD staff will not review individual school staff member tuberculosis clearances or medical records. The CSD reserves the right to review such records as needed on a case-by-case basis and as permitted by law.

FISCAL OPERATIONS DOCUMENTATION

PLEASE NOTE: To assist our schools and our team with preparing for efficient and effective oversight visits, we have provided the list below to identify material and reports that the school needs to submit <u>electronically</u> to the Fiscal Team member assigned to the school <u>three weeks prior to the fiscal site visit</u> for appropriate staff review. All fiscal reports should be in Microsoft Excel unprotected format. All of the materials requested are intended to be documents routinely prepared by the charter school as a part of the regular operation of the school. <u>Please number and name the electronic documents to be provided to the Fiscal Team member in correspondence with the items enumerated below.</u> If an item listed below does not apply, or requires you to prepare something in addition to what is normally prepared in the regular operation of the school, please inform the CSD Fiscal Team member assigned to your school.

☐   1   **Most current** fiscal reports presented to the charter school's governing board (<u>provide reports presented at one of the meetings held in 2017-2018</u>)
   a. Balance Sheet: At a minimum include the categories of assets, liabilities, and net assets used in the audited financials
   b. Income Statement (Statement of Activities): At a minimum include the categories of revenue and expenses used in the audited financials
   c. Cash Flow Statement (including actual receipts and payments) to the end of the current fiscal year and through the next two fiscal years showing detailed sources of revenue and detailed expenditures. The cash flow projection for the current year should include actuals for the months where available and projections for the remaining months of the year. The cash flow should detail the revenue and expense categories for each month. These categories should, at a minimum, be the same categories referenced on the income statement listed above. Accruals for revenues and expenses should also be shown.

☐   2   Minutes of the meeting when the above fiscal reports were presented to the charter school's governing board

☐   3   Minutes of the meeting when the 2018-2019 budget was adopted

☐   4   If the school is offering STRS, PERS, and/or Social Security benefits to its employees, evidence that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611)

☐   5   Minutes of the meeting reflecting the selection of the independent auditor

☐   6   Minutes of the meeting reflecting the discussion of the most current independent audit report

☐   7   Minutes of the meeting reflecting the receipt, review, and approval of fiscal reports submitted to LAUSD

☐   8   Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any

☐   9   Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2017-2018 school year)

☐   10   A copy of the most current fiscal policies and procedures
   a.   If the most current fiscal policies and procedures do not include procurement guidelines, please provide a copy of the most current procurement policies and procedures that include, but are not limited to, competitive bidding thresholds for the procurement of goods and services, retention of contract records, and adequate segregation of duties

☐   11   Minutes of the meeting reflecting approval of the current fiscal policies and procedures and if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures

☐   12   A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee, who has responsibilities outlined within the charter school's fiscal policies and procedures

☐   13   A description of the relationship between the charter school and any related party[2], and the business purpose of the related party

☐   14   Copies of all contracts with related parties (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.)
   a.   If the charter school incurs management fees, licensing fees, or any other related party fees, please provide the following information in Microsoft Excel format:
      i.   The percentage and/or rate of the fees;
      ii.   The basis used to calculate the total fees;
      iii. The terms of the services provided; and
      iv.   A rationale for the percentage and/or rate of the fees and the basis used to calculate the total fees

☐   15   If applicable, minutes of the meeting reflecting approval of the management fees, licensing fees, or any other related party fees

☐   16   If the charter school has a sole statutory member, please provide the following:
   a.   A copy of the sole statutory member's by-laws
   b.   A copy of the sole statutory member's articles of incorporation

☐   17   Check registers for the prior 12 months in <u>Microsoft Excel format</u>

---

[2] **Related parties** may include a) affiliates of the entity, b) principal owners of the entity and members of their immediate families, c) management of the entity and members of their immediate families, 4) other parties which the entity may deal if one party controls or can significantly influence the management or operating policies of the other to an extent that one of the transacting parties might be prevented from fully pursuing its own separate interests, and 5) other parties that can significantly influence the management or operating policies of the transacting parties or that have an ownership interest in one of the transacting parties and can significantly influence the other to an extent that one or more of the transacting parties might be prevented from fully pursuing its own separate interests.

☐　18　All credit card statements for the prior six months, and the following:
　　a. A list of all credit cards in Microsoft Excel format that includes the last four digits of each credit card number, the legal name of each credit card holder, and the job title of each credit card holder

☐　19　Monthly bank statements and reconciliations for the prior six months, and the following:
　　a. A list of all school bank accounts in Microsoft Excel format that includes the type of account (e.g., checking, savings, money market, etc.), the last four digits of the account, a description of the purpose of the account (e.g., operating, nutrition, ASB, etc.) and the most current ending bank balance for that account
　　b. The bank statements are from the financial institution(s) referenced above and must show all deposits, withdrawals, transfers, electronic expenditures/transfers, use of debit cards, and canceled checks
　　c. The bank reconciliations must reflect the reviews, approvals, and the approval dates, consistent with the charter school's fiscal policies and procedures
　　d. If applicable, a list of all debit cards in Microsoft Excel format that includes the last four digits of each debit card number, the legal name of each debit card holder, and the job title of each debit card holder

☐　20　Student body financial records (including Associated Student Body policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable)

☐　21　Equipment inventory listing (including asset tag numbers, purchase dates, purchase prices, book values, asset life, location of assets, etc.)

☐　22　A link to the charter school's website where the Education Protection Account (EPA) allocation and expenditures are posted

☐　23　If applicable, all signed and executed agreements related to the factoring of receivables, and the minutes of the meetings reflecting the reviews and approvals of said agreements

☐　24　Disclosure of Legal Issues
　　NOTE: <u>Any reference to "Charter School" shall be considered to include Charter Management Organizations, nonprofits, foundations, or other organizations that participate in the management or operation of the "charter school."</u> Paid contractors are excluded unless the suit is brought by or against the Charter Management Organization, nonprofit, foundation, or other organization that participates in the management or operation of the "charter school."

　　NOTE: Disclosures should include civil or criminal cases filed in State or Federal courts; civil or criminal investigations by local, State, or Federal law enforcement authorities; and, enforcement proceedings or investigations by local, State, or Federal regulatory agencies. The information provided must include relevant dates, the nature of the allegation(s), and the outcome.

- o   Disclose material information relating to any legal or regulatory proceedings or investigations in which the Charter School is or has been a party and which might have a material impact on the fiscal viability of the Charter School. Such disclosures should include any parent, subsidiary, Limited Liability Company, Limited Liability Partnership related to the management or operation of the charter school, or affiliate of the Charter School.

- o   Disclose any civil, criminal, or regulatory actions in which the Charter School, or any current board members, senior officers, senior management personnel, or employee, has been named a defendant in such action in the past five years. Also, include any actions older than five years that remain unresolved.

- o   <u>If the charter school has nothing to disclose, per the above, the charter school is to provide a written statement, signed by the board president or the chief administrator that indicates the charter school has nothing to disclose</u>.

☐   25   Any other Fiscal reports presented to the charter school's governing board (e.g., grants, bonds, independent audit reports, etc.)

NOTE: If you have any questions about preparation for document review, please contact your CSD assigned Fiscal Team member, as appropriate, well before your scheduled visit date.

Board Agenda Item #	Discussion Item
Date:	06-13-19
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Lead:	Nanie Montijo, Chief Finance Officer
RE:	MSA 4 Fiscal Benchmarks

Proposed Board Recommendation

Information and discussion – no actions required.

Background

MSA 4 received the renewal letter dated January 9, 2018 from LAUSD CSD stating LAUSD Board of Education voted to renew with benchmarks the MSA 4 charter for 5 years beginning July 1, 2018 until June 30, 2023. MSA 4 must meet academic and fiscal benchmarks during the 2018-2023 charter term.

Fiscal Benchmark #1-4 has been submitted and completed as of July 12, 2018.

To comply with the requirements of benchmark #5-6, the attached report is presented to board to demonstrate improvements on fiscal management and operations; and continued implementation of recommendations from Fiscal Oversight Report and SSC's Management letter.

Please see attached.

Budget Implications

None

Attachments:
MERF's action Plan and Proof of Implementation
LAUSD Renewal Letter with Benchmarks

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

As per 2017-2018 Annual Oversight Visit Report (Fiscal Operations)	MERF's governing board approved plan of action (meeting date: July 12, 2018)	MERF's governing board approved plan of action (meeting date: December 13, 2018)	MERF's governing board approved plan of action (meeting date: June 13, 2019)
Areas noted for further growth and/or improvement:			
1) Bank Reconciliation Reports	All bank reconciliations are reviewed and approved via email by Designees/Financial Analysts on a monthly basis. In order to adopt a recommendation by School Services of California ("SSCal I'), as of January 2017 MERF Financial Analysts approve, sign and date all bank reconciliation statements before scanning and emailing the same to MERF's back office provider. The new back office provider Delta Managed Services ("DMS") has been notified of the MERF policy about the bank reconciliation timeline (20th of the following month).	Bank Reconciliations starting July 1, 2018 are prepared by DMS, the new back office service providers. CFO or designee reviews and signs all bank reconciliations before returning to DMS and filing for records.	Our back-office service provider, DMS, prepares all bank reconciliation statement on a monthly basis in accordance with our board approved fiscal policies and procedures manual. CFO or designee still reviews and signs all bank reconciliations before returning to DMS and filing for records.
2) Credit Cards	As of April 2018, all credit cards issued to former employees have been closed. All school site credit cards are held at the home office and are in the name of the CEO. Every month, MERF Financial Analysts review all credit card statements and charges. Balances of all active credit cards are paid in full unless there are disputed transactions.	The credit card processes approved by board of directors in the July 2018 meeting is still being followed consistently every month. All credit cards are paid in full every month. Statements are reviewed and coded correctly by senior financial analysts.	The credit card processes approved by board of directors in the July 2018 meeting is still being followed consistently every month. All credit cards are paid in full every month. Statements are reviewed and coded correctly by senior financial analysts.
3) Automated Clearing House (ACH)/Recurring Automatic Payments	MERF's Magnolia Public Schools Financial Policies and Procedures Manual, provided to LAUSD on March 1, 2018, covers all payments types regardless of the manner of issuance. However, for the avoidance of doubt and to institute CSD 's recommendations, MERF will revise its policy to make it clear that the policy applies to ACH transactions and recurring payment processes. Such revision will presented to the MERF Board of Directors for adoption at its September 13, 2018 board meeting.	All ACH transactions are in compliance with the board approved MERF Fiscal Policies.	All ACH transactions are in compliance with the board approved MPS Fiscal Policies and Procedures Manual. All ACH payments are preapproved and reconciled with the bank statements.
Other Observations:			
1) MERF needs to improve the timeliness of its responses to the CSD	MERF responds as soon as possible to all CSD information requests. Staff adhered to the deadlines the great majority of the time and kept CSD staff informed whenever information could not be provided according to the stated deadline. Prospectively, MERF Staff will inform CSD when requested information cannot be provided by the stated deadline and the reason for such delay. In such instances, MERF staff will provide CSD with its best approximation of when the information will be provided. In all instances, MERF will use its best reasonable efforts to provide the information as quickly as possible.	Staff has been very conscientious in ensuring that responses to emails and requests from CSD staff are provided within 48 hours, if possible.	Staff ensures that responses to emails and requests from CSD staff are provided within 48 hours, if possible.
2) The CSC) recommends that MERF update its fiscal policies and procedures to require original detailed receipts for all purchases made via check disbursements or credit cards.	MERF's fiscal policies already require that detailed receipts are required for all purchases made via check disbursements or credit cards. Finance Department staff has commenced and will continue to make regular visits to all school sites to train and review fiscal processes with school staff. On an ongoing basis, MERF Finance Department staff will attend and offer trainings to principals during their monthly meetings at MERF's home office.	Finance team ensures that all reimbursement requests and purchases are supported by detailed receipts and all documentations required based on our fiscal policies.	Fiscal policy and procedure manual have been revised and approved by the Board of Directors to include mandatory submission of itemized receipts in all payments and disbursements as recommended by LAUSD CSD staff.
3) The CSD recommends that MERF present and discuss the CSD's Annual Performance-Based Oversight Reports with its governing board.	MERF staff presented CSD 's Oversight report to its Board of Directors during the May 2018 meeting. It was again discussed in more detail at the July 2018 Board of Directors meeting. The approved board minutes for the July 2018 Board of Di rectors meeting were submitted to LAUSD on August 14, 2018.	MERF staff presented CSD 's Oversight report to its Board of Directors during the May 2018 meeting. It was again discussed in more detail at the July 2018 Board of Directors meeting. The approved board minutes for the July 2018 Board of Di rectors meeting were	MERF staff will present CSD 's Oversight report to its Board of Directors during the June 13, 2019 meeting.

The approved minutes of the board meeting on June 13, 2019 will be submitted to LAUSD as soon as it becomes available. |

			submitted to LAUSD on August 14, 2018.	

As per the SSC's Management Letter (dated July 27, 2018)	MPS' Response	MPS' governing board approved plan of action (meeting date: December 13, 2018)	MPS' governing board approved plan of action (meeting date: June 13, 2019)
Current Recommendations			
1) Consider consolidating to one financial system.	MERF previously agreed to Implement a more integrated system structure and a PO system that interfaces with the accounting system in order to create improved overall processes and internal controls. In order to meet this commitment, as of July 1, 2018 MERF transitioned to new back office service provider Delta Managed Solutions, Inc. ("DMS"). DMS uses a financial software package called Escape/SchoolAbility ("SchoolAbility) that incorporates purchasing and accounting processes into one database. SchoolAbility covers purchasing, payables, budget, financial reporting that is SACS compliant and compatible. Significantly, SchoolAbility allows for the generation of real-time reports for budget status, purchase requests, encumbrances, payments processed and other pertinent accounting records. MERF's previous software (CoolSIS and NetSuite) and back office provider did not have the capability to generate real-time reports. MERF will amend its fiscal policy and procedures manual at its October 2018 Board of Directors meeting to reflect the change in financial software. MERF continues to use Paycom software for human resource and payroll functions. Payroll registers are uploaded to SchoolAbility on a semimonthty basis. MERF has reduced the number of software systems it uses from three to two. MERF believes that this change is consistent with the recommendation to streamline services and increase accessibility to information.	The selection of DMS was approved by MERF's Board of Directors. This recommendation has been implemented insofar as establishing a more integrated system and lessening the number of software packages used.

As of July 1, 2018, MERF uses two instead of three software packages. MERF will continue to work towards consolidating Into one financial software package.

Schoolability is currently the financial software being utilized for requisition, purchasing, reimbursements, accounts payable, accounts receivable, general ledger and financial reporting.

Paycom is the software being used to maintain personnel records, payroll information and generates pay checks. | The implementation of Schoolability, a more integrated financial software has decreased the number of software packages used compared to FY 2016-17 and FY 2017-18. The purchasing module and GL modules are now centralized in one software package (Schoolability)

MERF will continue to work towards consolidating Into one financial software package.

As of to date, Schoolability is the financial software being utilized for requisition, purchasing, reimbursements, accounts payable, accounts receivable, general ledger and financial reporting.

Paycom is the software being used to maintain personnel records, payroll information and generates pay checks. |
| 2) Consider developing a more streamlined and standardized process for accounts payable. | As mentioned, MERF has hired a new service provider, DMS. DMS uses SchoolAbility which Incorporates all financial processes (including but not limited to purchasing, A/P, bank reconciliation, and state and federal reporting) into one database. MERF's Finance Department has centralized its accounts payable processing to have all invoices go to MERF's head office in order to provide more visibility of MERF's different vendors, their terms and conditions and to more closely monitor aging of payables. In addition, all approval processes are integrated into the SchoolAbility software (including home office executive team and school site principals' routing and approval, as required per MERF fiscal policy handbook) thereby creating an appropriate audit trail. The approval process is enhanced because Finance Department staff review all purchase requisitions, payment requests and employee reimbursements. | The selection of DMS and the use of SchoolAbility was approved by MERF 's Board of Directors. The new financial system is more streamlined and standardized in processing purchase requests, payables, reimbursements and budgets. | The selection of DMS and the use of SchoolAbility streamlined and standardized the processing of all purchase requests, payables, reimbursements and budgets monitoring on a real time basis. |

3) Consider reviewing cash receipts for timely deposits.	MERF Finance Department staff will continue to support school staff in making timely cash and check deposits. Finance Department staff will continue to make regular visits to all school sites to train and review fiscal processes with school staff. For example, from July 30, 2018 to August 2, 2018, Finance Department staff attended and participated In beginning of school year professional development training for office managers and principals, On an ongoing basis, MERF Finance Department staff will attend and offer trainings to principals during their monthly meetings at home office. MERF Finance Department staff will continue to monitor the timeliness of cash and check deposits. Where noncompliance is found, MERF Finance Department staff will work with the noncompliant school or staff to address and remedy any issues that contribute to noncompliance.	Continues trainings and communication with site staff is ongoing. CFO meets with all principals every month during the principals' meeting to address current issues and provide additional training. In addition, Senior Financial Analyst conducts site visits at least once a month to all school sites.	Continued trainings and communication with site staff are ongoing. CFO meets with all principals every month during the principals' meeting to address current issues and provide additional training. In addition, Senior Financial Analyst conducts site visits at least once a month to all school sites.
4) Consider reviewing cash deposits for appropriate coding.	Effective July 1, 2018 all transactions will be in compliance with SACS coding. Unlike its previous software, SchoolAbility is SACS compliant. MERF Finance Department staff will review all coding and GL postings before submission of interim reports and unaudited actual thereby insuring that all transactions are codified to the correct account.	Schoolability is a SACS compliant financial software. All transactions are coded based on CDE's SACS. Each entry is reviewed and approved by MPS Senior Financial Analyst and CFO before posting.	Schoolability is a SACS compliant financial software. All transactions are coded based on CDE's SACS. Each entry is reviewed and approved by MPS Senior Financial Analyst and CFO before posting.

CALIFORNIA DEPARTMENT
OF EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

October 22, 2018

Saken Sherkhanov, Board Chair
Erdinc Acar, Regional Director
Alfredo Rubalcava, Superintendent of Instruction
Varol Gurler, Principal
Magnolia Science Academy−Santa Ana
2840 West 1st Street
Santa Ana, CA 92703

Dear Mr. Sherkhanov, Director Acar, Superintendent Rubalcava, and Principal Gurler:

Subject: Summary of Annual Site Visit for Magnolia Science Academy−Santa Ana
Conducted on October 2 and 3, 2018

Thank you for the opportunity to visit Magnolia Science Academy−Santa Ana (MSA−SA). The California Department of Education (CDE) appreciates the tremendous amount of work you orchestrated before and during the site visit.

Based on interviews conducted with school leadership and staff, and through classroom observations, the CDE reviewed the information gathered and has determined that MSA−SA is in compliance with the MSA−SA charter petition, and the Memorandum of Understanding between the California State Board of Education and MSA−SA.

If you have any questions regarding this letter, please contact Carrie Lopes by phone at 916-323-2694 or by e-mail at clopes@cde.ca.gov.

Sincerely,

/s/

Lisa F. Constancio, Director
Charter Schools Division

LFC:mlh

cc: Karen Stapf Walters, Executive Director, California State Board of Education
        Nick Schweizer, Deputy Superintendent, Systems Support Branch, California
            Department of Education

Sent via First Class Mail and Email to:
        ssherkhanov@magnoliapublicschools.org
        eracar@magnoliapublicschools.org
        arubalcava@magnoliapublicschools.org
        vgurler@magnoliapublicschools.org

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT
2018-2019 SCHOOL YEAR
FOR

MAGNOLIA SCIENCE ACADEMY 4 (MSA 4) - 8011
Name and Location Code of Charter School

LAUSD Vision
Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission
The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values
We believe that our success depends on:
- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

Charter School Name:	**Magnolia Science Academy 4**			Location Code:	**8011**
Current Address:		City:	ZIP Code:	Phone:	Fax:
1330 W. Graham Place B-9		**Los Angeles**	**90064**	**310-473-2464**	**310-473-2416**
Current Term of Charter:			LAUSD Board District:	LAUSD District:	
July 1, 2018 to June 30, 2023			**4**	**West**	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:		Grades Currently Served:	Grades To Be Served Per Charter:	
171	**360**		**6-12th**	**6-12th**	
Total Number of Staff Members:	**20**	Certificated:	**14**	Classified:	**6**
Charter School's Leadership Team Members:		**Lisa Ross, Principal; Musa Avsar, Dean of Academics; Victor Lanier, Dean of Students**			
Charter School's Contact for Special Education:		**Dr. Jon Gary**			
CSD Assigned Administrator:	**Yolanda Jordan**		CSD Fiscal Services Manager:	**Lourdes Echavarria**	
Other School/CSD Team Members:		**Aida Tatiossian**			
Oversight Visit Date:		**February 28, 2019**	Fiscal Review Date (if different):	**January 31, 2019**	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		**Yes, Prop 39**	LAUSD Co-Location Campus (if applicable):	**Webster Middle School**	
			DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:	**5/24/18**	

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
4	**3**	**3**	**4**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

CHARTER RENEWAL CRITERIA
In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District "shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." Ed. Code § 47607(a)(3)(A).
REPORT GUIDE
In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school's governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school's ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education's criteria for evaluating charter schools and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students
Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

G1: The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) as evidenced by Board meeting agendas and minutes, organizational chart, and committees/council agendas and minutes.

G2: The Governing Board complies with all material provisions of the Brown Act
- As evidenced by the school's website and items in Binder#1, the Magnolia Educational & Research Foundation (MERF) Board meet regularly, meetings are conducted openly, and provide opportunities for public participation.
- As evidenced by the school's website, the MERF Board complies with AB 2257 (a current board meeting agenda must be posted on the homepage of the charter school's primary website, and accessible through a prominent, direct link), which became effective January 1, 2019.

G3: The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public
- As evidenced by the school's website and in Binder #1, there is documentation of policies and procedures in the areas of student discipline, employee grievances and discipline, parent/stakeholder complaint resolution process, and Uniform Complaint Procedures
- Evidence of AB699 (Educational equity; immigration and citizenship status) is included in the Student/Parent Handbook in both English and Spanish

Areas Noted for Further Growth and/or Improvement
None
Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Notes: MPS leadership shared some updates in its policies, procedures, and systems that are in place and will be implemented to ensure that all schools are compliant with AB1432. Some of the updates include the following:
- Upon MERF Human Resources annual review of the MERF employee handbook with its legal counsel, updates will be made as necessary and will be presented to the MERF Board for approval.
- MERF HR will review and explain the compliance checklist, which includes AB 1432 training, with the school principals to implement the mandatory trainings to school staff.
- MERF works with Safe Schools trainings under CharterSafe to assign individual training sessions for many required trainings including the ones required by AB1432. While the legal requirement is for staff to complete within six (6) weeks after the first day of school or employment (whichever is first), MERF internally strongly encourages employee to complete the trainings within four (4) weeks after the first day of school or employment (whichever is first).
- MERF HR and the school sites work together to make sure all trainings are completed in a timely manner.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

UPDATE regarding the Settlement Agreement with LAUSD: Based on the CSD's observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). The CSD will continue to monitor MERF's progress through oversight in addressing the remaining issues cited and implementing the recommendations from School Services of California's final management letter. Please see further details in the "Areas of Demonstrated Strength and/or Progress" in the Fiscal Operations section below.

NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:
- Governing Board (composition, structure, roles and responsibilities)
committees/councils (for example, SSC and ELAC as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership

Rubric	Sources of Evidence
Performance ☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) ☒ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) ☐ The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	☒ Organization chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas, and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Evidence of committee/council calendars, agendas, minutes and sign-ins ☒ Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. **(B1.7)** ☐ Discussion with leadership ☐ Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:
- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

Performance	☒ The Governing Board complies with all material provisions of the Brown Act ☐ The Governing Board complies with most material provisions of the Brown Act ☐ The Governing Board complies with some material provisions of the Brown Act ☐ The Governing Board complies with few material provisions of the Brown Act	☒ Board meeting agendas **(B1.4)** ☒ Board meeting calendar **(B1.5)** ☒ Brown Act training documentation **(B1.8)** ☐ Documentation of the school's agenda posting procedures **(B1.9)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution
- Uniform Complaint Procedures

Rubric		Sources of Evidence
Performance	☒ The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	☒ Board meeting agendas and minutes **(B1.4)** ☒ Parent-Student Handbook(s) **(B1.10)** ☒ Uniform Complaint Procedure documentation **(B1.11)** ☒ Stakeholder complaint procedure(s) **(B1.12)** ☒ H.R. policies and procedures regarding staff due process **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Magnolia Science Academy 4**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **2/28/2019**

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

	Rubric	Sources of Evidence
Performance	☐ The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☒ The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	☒ Parent-Student Handbook(s) **(B1.10)** ☒ H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☒ ESSA Grid ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

The Governing Board has a system in place to ensure ongoing:
- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals

Rubric	Sources of Evidence
Performance ☐ The Governing Board regularly monitors school performance and other internal data to inform decision-making ☒ The Governing Board monitors school performance and other internal data to inform decision-making ☐ The Governing Board inconsistently monitors school performance and other internal data to inform decision-making ☐ The Governing Board seldom monitors school performance and other internal data to inform decision-making	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data **(B1.4)** ☒ Other evidence of system for Board review and analysis of internal school data to inform decision-making **(B1.14)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:
- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric	Sources of Evidence
Performance ☒ The school is fiscally strong with positive net assets in the prior two independent audit reports ☐ The school is fiscally stable, with positive net assets in the most current independent audit report ☐ The school is fiscally weak and net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division ☐ The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division	☒ Board meeting agendas and minutes **(B1.4)** ☐ Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☐ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

FORM REV. 8/09/18

Page **9** of **44**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2019**

The Governing Board has a system in place to ensure sound fiscal management and accountability:
• The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

	Rubric	Sources of Evidence
Performance	☒ The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement ☐ The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement ☐ The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) ☐ The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	☒ Board meeting agendas and minutes **(B1.4)** ☐ Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):
N/A

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

A1: The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018
- Per CDE, MSA4 has two numerically significant subgroups (Latino and Socioeconomically Disadvantaged students). Socioeconomically Disadvantaged students increased by 2.90 percentage points.

A5: The school reclassifies English Learners at a rate higher than the Resident Schools Median
- Per the Reclassification Report (CDE), MSA 4's reclassification rate was 25.0%, compared to the Resident Schools Median of 12.9%.

A6: The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median
- Per the "At-Risk" by Grade Report (CDE), MSA 4's rate was 0%, compared to the Resident Schools Median of 1.6%

A7: The school's percentage of LTELs is at rate lower than the Resident Schools Median
- Per the LTEL by Grade Report (CDE), MSA 's rate is 10.0% (a decrease of 1.3% from last school year), compared to the Resident Schools Median of 15.7%

A8: The school's Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median
- Per CDE, MSA 4's Four-Year Cohort Graduation Rate is 95.8%, compared to the RSM at 78.3%.
- Per school leadership, the 2017-2018 graduation rate was 100% (25 students). Of the 25 students, nine are at a 4-year university, thirteen are at a community college, and three are undecided.

Areas Noted for Further Growth and/or Improvement

A2: None of the school's subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018
- Per CDE, both numerically significant subgroups showed declines in Math. Latino students decreased by 17.61 percentage points and Socioeconomically Disadvantaged students decreased by 13.30 percentage points.

A3: The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median (RSM)
- Per CDE and a review of data set LAUSD Office of Data & Accountability, MSA 4 is at 32.63% in ELA, compared to RSM at 44.38%.

A4: The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median (RSM)
- Per CDE and a review of data set LAUSD Office of Data & Accountability, MSA 4 is at 8.42% in Math, compared to RSM at 19.51%.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

A9: The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels.
- MSA 4 continues to administer the NWEA MAP three times per year in ELA and Math
- Both 9th and 10th grade students, school-wide, and numerically significant subgroups experienced some growth.
  - In Math, 9th grade grew by 3.8 RIT score and in Reading by 8.1 RIT score
  - Both 9th and 10th grade students receiving Free and Reduced Lunch (FRL) demonstrated growth in Math and Reading

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Notes: In response to MSA 4's data and student progress, the school created an "Action Plan." Please see **O4: Meeting the Needs for All Students** for more details.

NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:	
• Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.	
Rubric	**Sources of Evidence**
Performance ☐ All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☒ The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☐ Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:	
• Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE) • In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,	
Rubric	**Sources of Evidence**
Performance ☐ All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☒ None of the school's subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

A3: **SBAC SCHOOLWIDE ELA -** STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Schoolwide ELA data (CDE)

Rubric	Sources of Evidence
Performance ☐ The schoolwide percentage of students who Met and Exceeded Standards in $3^{rd} - 8^{th}$, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in $3^{rd} - 8^{th}$, 11th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median ☒ The schoolwide percentage of students who Met and Exceeded Standards in $3^{rd} - 8^{th}$, 11th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in $3^{rd} - 8^{th}$, 11th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☒ Review of Data Set LAUSD Office of Data & Accountability ☐ Other: (Specify)

A4: **SBAC SCHOOLWIDE MATH** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Schoolwide Math data (CDE)

Rubric	Sources of Evidence
Performance ☐ The schoolwide percentage of students who Met and Exceeded Standards in $3^{rd} - 8^{th}$, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in $3^{rd} - 8^{th}$, 11th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median ☒ The schoolwide percentage of students who Met or Exceeded Standards in $3^{rd} - 8^{th}$, 11th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in $3^{rd} - 8^{th}$, 11th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. ☐ No assessment of performance for this indicator	☐ SBAC report (CDE) **(B2.1)** ☐ Review of Data Set LAUSD Office of Data & Accountability (ODA) ☐ Other: (Specify)

A5: **ENGLISH LEARNER RECLASSIFICATION** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- English Learner reclassification rate for 2017-2018 (CDE)

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Magnolia Science Academy 4**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **2/28/2019**

Rubric	Sources of Evidence
Performance ☒ The school reclassifies English Learners at a rate higher than the Resident Schools Median ☐ The school reclassifies English Learners at a rate similar to the Resident Schools Median ☐ The school reclassifies English Learners at a rate lower than the Resident Schools Median ☐ The school did not reclassify English Learners ☐ No assessment of performance for this indicator	☒ Reclassification report (CDE) **(B2.1)** ☐ CELDT/ELPAC Criterion reports (CDE) **(B2.3)** ☐ Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – **(ELEMENTARY AND SECONDARY SCHOOLS)** STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Providing supports for At-Risk English Learners 2017-2018 (CDE)

Rubric	Sources of Evidence
Performance ☒ The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median ☐ The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median ☐ The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median ☐ The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median ☐ No assessment of performance for this indicator	☒ "At-Risk" by Grade report (CDE): 2017-2018 **(B2.1)**

A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Providing supports for Long Term English Learners 2017-2018 (CDE)

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

Performance	☒ The school's percentage of LTELs is at rate lower than the Resident Schools Median ☐ The school's percentage of LTELs is at a rate similar to the Resident Schools Median ☐ The school's percentage of LTELs is at a rate higher than the Resident Schools Median ☐ The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median ☐ No assessment of performance for this indicator	☒ Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) **(B2.1)**

A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Four-Year Cohort Graduation Rate (CDE) (high schools only)

Rubric		**Sources of Evidence**
Performance	☒ The school's Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate similar to the Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate lower than the Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median ☐ No assessment of performance for this indicator	☒ Four-Year Cohort Graduation Rate (CDE) **(B2.1)** ☐ Other: (Specify) A-G passing grade requirement (e.g. C or D) **(CSD internal use only) C**

*INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (*THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP*).

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:
- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and Math

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

| NOTE: *For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, SBAC Interim Block Assessments) and/or other assessment instruments for which the school can demonstrate validity/reliability.* |

Rubric	Sources of Evidence
Performance ☐ The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels ☐ The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. ☒ The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels ☐ The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. ☐ No assessment of performance for this indicator.	☒ Internal academic performance and progress data and information **(B2.2)** ☒ School Internal Assessment Data Report or equivalent **(B2.2)** ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

Summary of School Performance

*Indicators A10-A19 reflect the school's ratings on the Dashboard. For Indicators A10 –A19 the school's ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

	Blue	*Green*	*Yellow*	*Orange*	*Red*

A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts

The school has achieved the performance level of Yellow

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of Red

A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator

The school has achieved the performance level of No Performance Color

A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of Orange
this indicator will be available Fall 2018

A14: Priority 6-3.8 School Climate- Suspension Rate (K12) Indicator

The school has achieved the performance level of Blue

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

HIGH SCHOOLS ONLY:
A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 6-8, 11) Distance from Level 3 English Language Arts **The school has achieved the following status 30.3 points below standard and change increased by 10.2 points**
A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 6-8, 11) Distance from Level 3 Mathematics **The school has achieved the following status 112.6 points below standard and change maintained 2.3 points**
A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator **The school has achieved the performance level of No Performance Color (95.8% graduated, increased by 6.2%)**
A19: Priority7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator **The school has achieved the following status No Performance Color (50% prepared, -1/7% maintained)**
NOTES:

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):
On November 7, 2017, the LAUSD Board of Education adopted by consent vote to renew Magnolia Charter Academy 4 (MSA4), to serve 360 students in grades 6-12, with Academic Benchmarks. MSA 4 must meet the following academic benchmarks during the 2018-2023 charter term as described below: **Academic Benchmarks and status:** **The school shall provide an update to the Charter Schools Division no later than December 15th of each year of the charter term (after CAASPP (SBAC) scores have been released by the CDE).**

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

1. **The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in <u>ELA</u> as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the "Green" performance level or higher.**
   a. **STATUS:** Not Met: At MSA 4, the two numerically significant subgroups (Latino and Socioeconomically Disadvantaged), maintained "Orange" performance level on the ELA CAASPP (SBAC) from 2017 to 2018. MSA 4's numerically significant subgroups performed at a rate lower than the Resident Schools Medians: 28.99% of MSA 4 Latino subgroup and 33.33% of MSA 4 SED subgroup performed at a rate lower than the Subgroup Resident School Medians at 37.64% and 35.97%, respectively. One out of two numerically signficant subgroups at MSA 4 outperformed Subgroup Similar Schools Medians at 36.78% (Latino) and 30.50% (SED)

2. **The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in <u>Math</u> as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the "Green" performance level or higher.**
   a. **STATUS:** Not Met: At MSA 4, the two numerically significant subgroups (Latino and Socioeconomically Disadvantaged) maintained "Red" peformance level on the Math CAASPP (SBAC) from 2017 to 2018. MSA 4's numerically significant subgroups performed at a rate lower than the Resident and Similar Schools Median: 2.90% of Latino subgroup and 4.76% of SED subgroup performed at a rate lower than the Subgroup Resident School Medians at 13.46% and 15.26%, respectively. Additionally, MSA 4's numerically significant subgroups performed at a rate lower than the Similar Schools Median at 23.08% (Latino) and 22.97% (SED).

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

O7: The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights as evidenced in Binder #3. Additionally, 2017-2018 data reveal that MSA 4 had 0% of In and Out of School suspension events.

O8: The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter
- Per school leadership and evidence in Binder #3, MSA 4 staff have participated in ongoing professional development. Some are as follows:
  - July 19-22, 2018 AP Annual Conference
  - February 2, 2019, LMU Center for Equity for English Learners
  - October 16, 2018, Special education updates, CAASPP Data overview, school-wide structures overview
  - November 2, 2018, grading; classroom and school culture/environment
  - Ongoing Magnolia Public Schools (MPS) professional development throughout the school year.

O10: The school continues to have a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website

Areas Noted for Further Growth and/or Improvement

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS

While the school has implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis, school leadership recognizes a need for improvement by developing a "Measurable Pupil Outcomes and Action Plan. Some of the features of the plan include the following:
- Develop a greater understanding of StudySync ELA Common Core curriculum in order to increase student achievement though StudySync trainings, department meetings/collaborations, Tuesday PDs, external and Magnolia-wide ongoing professional development
- Improve the Lexile levels for all students so that they can be at a or above grade level though the MyOn Program and Summer In-Service Training
- Teachers will be expected to pose higher-level questions to students that are geared toward pushing their critical thinking skills
- MPS Math Coach to provide professional development monthly to improve foundational skills to increase student achievement in Math. Professional development will be differentiated.
- Continue power Classes for targeted students and after-school tutoring (tutoring offered daily from 3:10pm to 4pm)

Additionally, school leadership shared the following: "One potential root cause in the decline in ELA and Math for our Latino students is not connecting with the curriculum and internalizing their learning. We will spend more PD time on building Culturally Responsive and relevant Pedagogy competencies, which will lead

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

to the inclusion of incorporating high-interest topics that students can relate to in all classrooms. Additionally, Imagine Etiquette has been brought in as a partner to motivate some middle school and 11th grader student's thought the fostering of a greater sense of cultural pride."

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for <u>all new staff</u> (as defined on the **ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

The school has a system in place to ensure that:
- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
  (Note: for co-locations, the charter school complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence
Performance ☒ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☒ Evacuation route maps **(B3.1b)** ☒ Documentation of emergency drills and training **(B3.1c)** ☒ Evidence of provision and location of onsite emergency supplies **(B3.1c)** ☒ Evidence of AB 2246 implementation (grades 7-12) **(B3.1e)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.4)** ☒ Bloodborne pathogens training documentation **(B3.13 and B3A.4)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019* ("ESSA Grid") **(B3A)** ☒ Site/classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:

FORM REV. 8/09/18

Page **23** of **44**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

• For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site	
• School provides documentation of student immunization and	
• School provides documentation of health screening per applicable law and terms of the charter	
• School maintains an emergency epinephrine auto-injectors ("epi-pen") onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen	

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	☒ Parent-Student Handbook(s) **(B1.10)** ☐ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Evidence of student immunization **(B3.2b)** ☒ Evidence of health screening **(B3.2b)** ☒ Epi-pen documentation **(B3.2c)** ☒ Discussion with school leadership ☐ Other: (Specify)

O3: STANDARDS–BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school has:
- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- Demonstrated evidence of implementation of the California Next Generation Science Standards
- Obtained WASC accreditation (high schools only)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only)
- Received UC/CSU approval of courses (UC Doorways) (high schools only)

Rubric	Sources of Evidence

FORM REV. 8/09/18

Page **24** of **44**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

Performance	☐ The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS ☒ The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS ☐ The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS ☐ The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ Evidence of implementation of CA NGSS **(B3.3a)** ☒ LCAP **(B3.3b)** ☐ Evidence of technology readiness to administer CAASPP assessments **(B3.3c) *new schools only** ☒ WASC documentation **(B3.3d)** ☒ UC Doorways course approval documentation **(B3.3d)** ☐ Evidence of implementation of Transitional Kindergarten **(B3.3i)** ☒ Professional development documentation **(B3.4b)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

The school:
- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

Performance	☐ The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis ☒ The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis ☐ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students **(3.3j)** ☒ Implementation of the school's English Learner Master Plan **(B3.3b)** ☒ Evidence of implementation of data analysis system program **(B2.2)** ☒ School Internal Assessment Data Report, or equivalent **(B2.2)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

The school has implemented the key features components of the educational program described in the school's charter	
Rubric	**Sources of Evidence**
Performance	☐ The school has fully implemented the key features of the educational program described in the charter ☒ The school has substantially implemented the key features of the educational program described in the charter ☐ The school has partially implemented the key features of the educational program described in the charter ☐ The school has minimally implemented, or not at all, the key features of the educational program described in the charter	☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of key features of educational program **(B3.3k)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

The school has a system in place to ensure that the school:
- Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- Provides special education training for staff in accordance with requirements of the Modified Consent Decree
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☒ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for students with disabilities **(B3.3j)** ☒ Self-Review Checklist **(B3.4a)** ☒ Other special education documentation **(B3.4a)** ☒ Consultation with Charter Operated Programs office ☒ Welligent reports and/or other MCD documentation, including from the Division of Special Education **(B3.4a)** ☐ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:
- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2019**

| Performance | ☒ The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights

 ☐ The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights

 ☐ The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights

 ☐ The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights | ☒ Parent-Student Handbook(s) **(B1.10)**
 ☒ LCAP **(B3.3b)**
 ☒ Professional development documentation **(B3.4b)**
 ☒ Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4c)**
 ☒ Evidence of implementation of tiered behavior intervention, such as SST/COST **(B3.4c)**
 ☒ Evidence of implementation of alternatives to suspension **(B3.4c)**
 ☒ Evidence of implementation of schoolwide positive behavior support system **(B3.4c)**
 ☒ Evidence of data monitoring **(B3.4c)**
 ☒ LAUSD ODA suspension and expulsion data reports **(B2.1)**
 ☐ Interview of stakeholders
 ☒ Discussion with school leadership
 ☐ Other: (Specify)
 ☒ Suspension rates, and disproportionality rates |

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:
• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs   • Provides faculty and other instructional staff with professional development opportunities to improve instructional practice   • Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

Rubric	**Sources of Evidence**

FORM REV. 8/09/18

Page **28** of **44**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

Performance	☐ The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☒ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3.3b)** ☒ Professional development documentation (e.g. professional development calendar, agendas and sign-ins) **(B3.4b)** ☐ Interview of teachers and/or other staff ☒ Discussion with school leadership ☐ Other: (Specify)

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- Engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP

Rubric	Sources of Evidence
☐ The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☒ The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Evidence of stakeholder consultation **(B3.4d)** ☒ Evidence of parent/stakeholder involvement and engagement **(B3.4d)**

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2019**

Performance	☐ The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4d)** ☒ Evidence of communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** ☒ Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4d)** ☒ Evidence of provision of stakeholder access to school's approved charter **(B3.4d)** ☐ Interview of stakeholders ☒ Discussion with school leadership ☐ Other: (Specify)

O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution

**required on website

Rubric	Sources of Evidence

☒ The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website
☐ The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website
☐ The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website
☐ The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website
	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for:
	  • SB 1375 Information
	  • UCP Procedure and Forms
	  • Complaint Forms
	  • AB 2246 (grades 7-12)
	  • LCAP
	  • Financial Audit
	  • Student Demographics

FORM REV. 8/09/18

Page **30** of **44**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

	• Student Achievement Information

O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:
- *the school's educational program yields high student achievement*
- *the school complies with all applicable legal requirements*

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☒ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	☒ Evidence of staff evaluation system **(B3.4f)** ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:
- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric	Sources of Evidence
Performance ☒ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times ☐ The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018* form ("ESSA Grid") **(B3A.1a)** ☒ Staff rosters and school master schedule **(B3A.1 b and c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2)** ☒ Teaching credential/authorization documentation **(B3A.2a)** ☒ Vendor certifications **(B3A.5)** ☐ Volunteer (TB) risk assessment/clearance certification **(B3A.6)** ☐ Discussion with school leadership ☐ Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):
N/A

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

8011	2015-16					2016-17					2017-18				
Magnolia Science Academy 4	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		454,221	431,925	493,669	494,503		495,984	601,711	776,350	776,350		648,571	627,787	1,336,770	1,336,770
Current Assets		664,221	607,889	893,664	902,173		1,068,476	1,039,109	1,214,674	1,215,177		1,102,995	963,869	1,494,375	1,494,742
Fixed and Other Assets		15,279	17,112	64,144	64,144		48,488	48,486	53,729	53,730		106,137	106,137	46,458	46,459
Total Assets		679,500	625,001	957,808	966,317		1,116,964	1,087,595	1,268,403	1,268,907		1,209,132	1,070,006	1,540,833	1,541,201
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		5,735	76,660	187,705	303,827		187,420	177,921	232,885	238,748		113,923	11,598	47,725	70,687
Long Term Liabilities		0	0	6,462	0		0	6,500	0	0		0	0	0	0
Total Liabilities		5,735	76,660	194,167	303,827		187,420	184,421	232,885	238,748		113,923	11,598	47,725	70,687
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		673,765	548,341	763,641	662,490		929,544	903,174	1,035,518	1,030,159		1,095,210	1,058,407	1,493,108	1,470,514
Total Revenues	2,062,124	2,135,847	2,188,831	2,235,710	2,280,876	2,189,203	2,379,292	2,383,802	2,361,237	2,427,635	2,315,274	2,160,715	2,344,475	2,382,377	2,446,842
Total Expenditures	2,003,700	1,964,233	2,107,310	1,938,889	2,085,206	1,992,237	2,112,238	2,143,118	1,988,209	2,059,966	2,202,177	2,101,023	2,316,227	1,919,428	2,006,487
Net Income / (Loss)	58,424	171,614	81,521	296,821	195,670	196,966	267,054	240,684	373,028	367,669	113,097	59,692	28,248	462,949	440,355
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	58,424	171,614	81,521	296,821	195,670	196,966	267,054	240,684	373,028	367,669	113,097	59,692	28,248	462,949	440,355
Net Assets, Beginning	430,237	502,151	502,151	502,151	466,820	548,341	763,641	763,641	763,641	662,490	903,173	1,035,518	1,035,518	1,030,159	1,030,159
Adj. for restatement / Prior Yr Adj	0	0	(35,331)	(35,331)	0	0	(101,151)	(101,151)	(101,151)	0	0	0	(5,359)	0	0
Net Assets, Beginning, Adjusted	430,237	502,151	466,820	466,820	466,820	548,341	662,490	662,490	662,490	662,490	903,173	1,035,518	1,030,159	1,030,159	1,030,159
Net Assets, End	488,661	673,765	548,341	763,641	662,490	745,307	929,544	903,174	1,035,518	1,030,159	1,016,271	1,095,210	1,058,407	1,493,108	1,470,514

8011	Audited Financials					2018-19				
Magnolia Science Academy 4	2014-15	2015-16	2016-17	2017-18	2018-19	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	352,618	494,503	776,350	1,336,770	0		0	807,651	0	0
Current Assets	519,870	902,173	1,215,177	1,494,742	0		0	1,037,066	0	0
Fixed and Other Assets	26,333	64,144	53,730	46,459	0		0	39,669	0	0
Total Assets	546,203	966,317	1,268,907	1,541,201	0		0	1,076,735	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	79,383	303,827	238,748	70,687	0		0	193,741	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	79,383	303,827	238,748	70,687	0		0	193,741	0	0
Net Assets	466,820	662,490	1,030,159	1,470,514	0		1,187,040	882,994	0	0
Total Revenues	2,112,262	2,280,876	2,427,635	2,446,842	0	2,280,825	2,306,668	2,223,924	0	0
Total Expenditures	1,884,034	2,085,206	2,059,966	2,006,487	0	2,357,549	2,612,736	2,811,443	0	0
Net Income / (Loss)	228,228	195,670	367,669	440,355	0	(76,724)	(306,068)	(587,519)	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	228,228	195,670	367,669	440,355	0	(76,724)	(306,068)	(587,519)	0	0
Net Assets, Beginning	238,592	466,820	662,490	1,030,159	0	1,058,407	1,493,108	1,493,107	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	(22,594)	0	0
Net Assets, Beginning, Adjusted	238,592	466,820	662,490	1,030,159	0	1,058,407	1,493,108	1,470,513	0	0
Net Assets, End	466,820	662,490	1,030,159	1,470,514	0	981,683	1,187,040	882,994	0	0

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, Accomplished.	4
Other circumstances and information could influence the rating and are noted in this evaluation.	
MSA 4's fiscal condition is positive and has been upward trending since the 2014-2015 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of $1,470,514 and net income of $440,355. The 2018-2019 Second Interim projects positive net assets of $882,995 and a net loss of ($587,519). See Item 22 in the Notes section regarding this projected net loss. According to MSA 4's independent audit report dated June 30, 2018, MSA 4 is one of 10 schools operated by MERF. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of $26,910,962 and net income of $5,432,552. MERF, without its charter schools, reported positive net assets of $793,961 and net income of $1,560,739. According to MERF, during 2017-2018, MSA 4 paid management fees of $82,190 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.	
Areas of Demonstrated Strength and/or Progress:	

1. The school's fiscal condition is positive.

	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Second Interim)
Net Assets	$466,820	$662,490	$1,030,159	$1,470,514	$882,995
Net Income/Loss	$228,228	$195,670	$367,669	$440,355	($587,519)
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Magnolia Science Academy 4**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **2/28/2019**

2. Status of March 2015 Settlement Agreement:

On or about March 20, 2015, LAUSD and MERF entered into a Settlement Agreement, whereby the parties agreed to resolve a lawsuit filed by MERF when LAUSD rescinded the conditional renewals of Magnolia Science Academy 6, 7, and 8. The terms and conditions set forth in Paragraph 8 of the Settlement Agreement stated: "MERF agrees to be subject to fiscal oversight during fiscal year 2015-2016 by the Fiscal Crisis & Management Assistance Team (FCMAT), or a reasonably equivalent fiscal organization, which would oversee MERF's fiscal operations."

On September 7, 2017, MERF provided the final management letter from FCMAT (and the first management letter from School Services of California [SSCal], which was contracted by MERF in May 2017 to continue the fiscal oversight initiated by FCMAT). On August 2, 2018, the CSD received SSCal's final management letter dated July 27, 2018. On August 20, 2018, MERF submitted its response and action plan to the CSD derived from SSCal's recommendations to MERF articulated in its final management letter.

Based on the CSD's observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). Based on the CSD's 2018-2019 oversight review, the CSD noted that, effective July 1, 2018, MERF contracted with a new back office services provider firm, Delta Managed Solutions (DMS). In addition, the CSD was advised that MERF had integrated the Escape School Ability ("SchoolAbility") financial software, which incorporates its purchasing and accounting processes into a single database. The CSD was further advised that SchoolAbility's purchasing, payables, budget, and financial reporting modules/functions are compliant and compatible with the Standardized Account Code Structure (SACS) financial report format. According to MERF, the DMS staff and SchoolAbility consultants have provided MERF and school users (i.e., the MERF Home Office staff, school Principals, Office Managers, and other school staff and teachers) with initial training on the implementation of SchoolAbility. This training involved a combination of onsite visits and full-day training sessions at both the MERF Home Office and individual school locations. MERF declared that SchoolAbility enables the generation of real-time reports for items including budget status, purchase requests, encumbrances, payments processed, and other pertinent accounting records. Moreover, the CSD was advised that the implementation of SchoolAbility was a component of MERF's action plan to address some of the issues outlined in SSCal's recommendations to MERF. The CSD will continue to monitor MERF's progress in addressing the remaining issues cited and implementing the recommendations from SSCal's July 27, 2018 final management letter.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2019**

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

Itemized Receipts for Credit Card Purchases:
Based on the CSD's review of the school's credit card statements for the period spanning from June 2018 through December 2018, a sample of 17 transactions were selected for further review. The CSD noted that one of these items lacked an itemized receipt (which was purchased with the school credit card ending in 91003, in the amount of $66.00, dated 10/27/2018 and payable to Dominos Pizza). However, MERF provided documentation which referenced the proper approval and supported this transaction.

The CSD noted that MERF's Fiscal Policies and Procedures (FPP's) were silent regarding itemized receipts as part of its required documentation for credit card purchases. The CSD recommends that MERF update its FPP's, to include the mandatory submission of itemized receipts to support all purchases.

The Charter Schools Division will review the recommended updates to the school's fiscal policies by the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that require immediate action to remedy concerns noted in this report.

FORM REV. 8/09/18

Page **36** of **44**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

Notes:

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
   a. Audit opinion: Unmodified
   b. Material weaknesses: None Reported
   c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2018 through December 2018. Selected the months of July 2018 through December 2018 for sample testing. No discrepancies were noted.
   a. Citi Bank – 5041 MSA 4 (Checking)
   b. Citi Bank – 6769 MSA 4 (Checking)
   c. Citi Bank – 6121 MSA 6 (Checking)
   d. Citi Bank – 2703 MSA 7 (Checking)
3. Reviewed credit card statements from June 2018 through December 2018. Selected the month of June 2018 and additional random transactions from all of the MSA schools authorized by LAUSD. The CSD's observations were noted in the Other Observations section above.
   a. American Express, credit card ending in 2002 (Chief Financial Officer, MSA 4)
   b. American Express, credit card ending in 1000 (Chief Financial Officer, MSA 6)
   c. American Express, credit card ending in 2005 (Chief Financial Officer, MSA 7)
   d. American Express, credit card ending in 1006 (Chief Financial Officer, MSA 4)
4. Reviewed the following 21 checks and 12 debit/credit transactions. No discrepancies were noted.
   a. Check numbers: 42714, 42951, 42965, 42969, 62696, 70005, 70006, 70026, 73320, 73343, 73353, 73369, 73400, 82911, 90033, 90067, 90068, 90088, DDP-00000012, DDP-00000022, and DDP-00000014 (Operating Accounts)
   b. Debit Transactions [transaction dates and amounts]: (1) 7/2/18 – $3,125.17; (2) 7/3/18 – $2,530.90; (3) 8/1/18 – $6,471,.43; (4) 8/29/18 – $25.00; (5) 8/31/18 – $20,543.81; (6) 7/3/18 – $297.64; (7) 7/3/18 – $424.64; (8) 7/3/18 – $469.89; (9) 7/12/18 – $40.00; (10) 7/18/18 – $148,562.90; (11) 8/13/18 – $82,619.67; and (12) 9/20/18 – $600,000.00 (Operating Accounts)
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is $1,336,770, and total expenditures equal $2,006,487. Therefore, the school's cash reserve level is 66.62%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at MSA Bell. No discrepancies were noted.
8. MERF provided documentation from CharterSafe, which disclosed eight pending legal matters. Magnolia asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of the project or School/borrower/project sponsor."

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.

10. Governing board meeting minutes reflecting the adoption of the 2018-2019 budget were provided.

11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.

12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.

13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.

14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.

15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.

16. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.

17. Evidence of MSA 4 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.

18. Equipment inventory was provided.

19. The 2018-2019 LCAP was submitted to LAUSD.

20. The EPA allocation and expenditures are posted on the charter school's website.

21. The 2017-2018 audited and unaudited actuals nearly mirror each other

22. As per DMS, MSA 4's net loss of ($587,519) projected in its Second Interim financials has primarily been attributed to the following factors:

    a. The decrease of $208K in the one-time Proposition 39 Energy funding for the 2018-2019 fiscal year (which is accounted for under Other State Revenues);

    b. The increase of $275K in salaries and benefits to the school's certificated staff; and

    c. The decrease of $46K in the Local Control Funding Formula (LCFF) monies due to the school's decreased ADA.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

As part of its renewal petition approved by the LAUSD Board of Education on November 7, 2017, MSA 4 must meet the following fiscal benchmarks during the 2018-2023 charter term and take the following actions in relation to its fiscal operations:

1. The school shall provide the Charter Schools Division (CSD) with the complete, executed service contract signed between Magnolia Educational & Research Foundation (MERF) and School Services of California's (SSCal), as approved by MERF's governing board on May 20, 2017, no later than November 30, 2017. This contract shall reflect SSCal's scope of work for the six-month period spanning from January 2017 through June 2017.
2. MERF shall continue to apprise the CSD of SSCal's findings and recommendations pertaining to its reviews of Magnolia schools' May and June 2017 transactions. MERF will provide the CSD with SSCal's review status in writing on a monthly basis, beginning December 1, 2017, until SSCal completes its six-month reviews.
3. MERF will provide the CSD with SSCal's management letters and MERF's action items in response to SSCal's findings, if any, within 30 days from the date of the management letter issued by SSCal. SSCal's final management letter, along with MERF's response and action items, shall be provided to the Charter Schools Division no later than December 1, 2018.
4. Upon the CSD's review of SSCal's first six (6) months of oversight when completed, the District will determine if it is necessary to extend SSCal's oversight period, pursuant to the February 8, 2017 letter issued by LAUSD legal counsel to MERF, which states, "MERF must remain subject to fiscal oversight by FCMAT or an equivalent entity for six (6) consecutive months in 2017, to commence as soon as possible, with an option, at the District's request and sole discretion, to extend the oversight depending on the results of the first six (6) months of oversight." MERF may *not* terminate or cease SSCal's work without the CSD's or District's prior consent in writing.
5. MERF will continue to take steps to remediate its fiscal practices and demonstrate improvement in its fiscal management and operations, based on the recommendations made by the Fiscal Crisis & Management Assistance Team and SSCal, through the end of the term of MSA 4's charter or by the end of fiscal year 2022-2023.
6. MERF must provide an annual update to the Charter Schools Division starting by December 15 of each year through the end of the term of MSA 4's charter or by the end of fiscal year 2022-2023, as to its progress in improving the school's fiscal management and operations as mentioned in the fiscal benchmark 5 above.

To date, MSA 4 has complied with the benchmarks cited above. Please refer to Item 2 in the "Areas of Demonstrated Strength and/or Progress" section above for details. The CSD will continue to monitor the school's progress and compliance with the fiscal benchmarks above through the remainder of the school's charter term.

FORM REV. 8/09/18

Page **39** of **44**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

Fiscal Operations Rubrics

Existing School – *a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*
New School – *a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]*

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
Existing Schools (based on the most current annual audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other; and	*Existing Schools (based on the most current annual audit):* An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 14. There are no significant recurring issues; and

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement Note: Other circumstances and information could influence the rating and will be noted in the evaluation. *SUPPLEMENTAL CRITERIA* 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salary schedules/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school's website. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	15. Audited and unaudited actuals nearly mirror each other. Note: Other circumstances and information could influence the rating and will be noted in the evaluation. *SUPPLEMENTAL CRITERIA* 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: o Most current financial reports presented to the governing board o Employee handbook o Student handbook o Salaries schedule/benefits/information o Budget development process o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location o The most current approved petition o Administration/school contact o School calendar o Enrollment policies and procedures o Fiscal policies and procedures manual 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school's website. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
Existing Schools (based on the most current audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ### *REQUIRED CRITERIA* 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. Vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school's website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; and 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. Note: Other circumstances and information could influence the rating and will be noted in the evaluation. ### *SUPPLEMENTAL CRITERIA* 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;	*Existing Schools (based on the most current audit):* An existing school is one that has at least one annual independent audit on file with the Charter Schools Division A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 4**

DATE OF VISIT: **2/28/2019**

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. **Current** audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. There is no apparent conflict of interest; 9. Governing board approves any amendment(s) to the charter school's budget; and 10. Governing board approved LCAP is posted on the charter school's website. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/28/2019**

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	*A new school would be assessed as Unsatisfactory based on the statements below:*

<u>New Schools:</u>
 	
REQUIRED CRITERIA
1. A new school is one that does not have an independent audit on file with the Charter Schools Division.
2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.
3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.
4. Interim reports and unaudited actuals project:
   a. Positive net assets
   b. Expenses less than revenues
   c. Projected expenses and revenues have no significant variance from budget
5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes.
6. The LCAP is submitted to the appropriate agencies.
7. The EPA allocation and expenditures are posted on the charter school's website, if applicable.
 	
<u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.
 	
<u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.
	<u>New Schools:</u>
	
	A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.
	
	<u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.
	
	<u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.

FORM REV. 8/09/18

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT
2018-2019 SCHOOL YEAR
FOR

MAGNOLIA SCIENCE ACADEMY 6 (8013)

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:
- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

Charter School's Name:	**Magnolia Science Academy 6 (MSA6)**				Location Code:	**8013**
Current Address:		City:		ZIP Code:	Phone:	Fax:
3754 Dunn Drive		**Los Angeles**		**90034**	**310-842-8555**	**310-842-8558**
Current Term of Charter:				LAUSD Board District:	LAUSD District:	
July 1, 2014 to June 30, 2019				**1**	**West**	
Number of Students Currently Enrolled:		Enrollment Capacity Per Charter:		Grades Currently Served:	Grades To Be Served Per Charter:	
160		**300**		**6th – 8th**	**6th – 8th**	
Total Number of Staff Members:	**15**	Certificated:	**9**		Classified:	**6**
Charter School's Leadership Team Members:		**John Terzi, Principal; James Choe, Assistant Principal**				
Charter School's Contact for Special Education:		**Ms. Terry Bourdages**				
CSD Assigned Administrator:	**Yolanda Jordan**			CSD Fiscal Services Manager:	**Lourdes Echavarria**	
Other School/CSD Team Members:		**Aida Tatiossian**				
Oversight Visit Date:		**April 2, 2019**		Fiscal Review Date (if different):	**January 31, 2019**	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		**No**		LAUSD Co-Location Campus (if applicable):	**N/A**	
				DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:	**N/A**	

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
4	**4**	**4**	**4**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

CHARTER RENEWAL CRITERIA
In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District "shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." Ed. Code § 47607(a)(3)(A).
REPORT GUIDE
In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school's governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school's ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education's criteria for evaluating charter schools and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students
Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools. |

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

G1: The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) as evidenced by Board meeting agendas and minutes, organizational chart, and committees/council agendas and minutes.

G2: The Governing Board complies with all material provisions of the Brown Act
- As evidenced by the school's website and items in Binder#1, the Magnolia Educational & Research Foundation (MERF) Board meet regularly, meetings are conducted openly, and provide opportunities for public participation.
- As evidenced by the school's website, the MERF Board complies with AB 2257 (a current board meeting agenda must be posted on the homepage of the charter school's primary website, and accessible through a prominent, direct link), which became effective January 1, 2019.

G3: The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public
- As evidenced by the school's website and in Binder #1, there is documentation of policies and procedures in the areas of student discipline, employee grievances and discipline, parent/stakeholder complaint resolution process, and Uniform Complaint Procedures
- Evidence of AB699 (Educational equity; immigration and citizenship status) is included in the Student/Parent Handbook in both English and Spanish

Areas Noted for Further Growth and/or Improvement
None
Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Notes: MPS leadership shared some updates in its policies, procedures, and systems that are in place and will be implemented to ensure that all schools are compliant with AB1432. Some of the updates include the following:
- Upon MERF Human Resources annual review of the MERF employee handbook with its legal counsel, updates will be made as necessary and will be presented to the MERF Board for approval.
- MERF HR will review and explain the compliance checklist, which includes AB 1432 training, with the school principals to implement the mandatory trainings to school staff.
- MERF works with Safe Schools trainings under CharterSafe to assign individual training sessions for many required trainings including the ones required by AB1432. While the legal requirement is for staff to complete within six (6) weeks after the first day of school or employment (whichever is first), MERF internally strongly encourages employee to complete the trainings within four (4) weeks after the first day of school or employment (whichever is first).
- MERF HR and the school sites work together to make sure all trainings are completed in a timely manner.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 6**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/2/2019**

UPDATE regarding the Settlement Agreement with LAUSD: Based on the CSD's observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). The CSD will continue to monitor MERF's progress through oversight in addressing the few remaining issues cited and implementing the recommendations from School Services of California's final management letter. Please see further details in the "Areas of Demonstrated Strength and/or Progress" in the Fiscal Operations section below.

NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 6**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/2/2019**

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:
- Governing Board (composition, structure, roles and responsibilities)
committees/councils (for example, SSC and ELAC as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership

	Rubric	Sources of Evidence
Performance	☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) ☒ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) ☐ The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	☒ Organization chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas, and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Evidence of committee/council calendars, agendas, minutes and sign-ins ☒ Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. **(B1.7)** ☐ Discussion with leadership ☐ Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:
- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

Performance	☒ The Governing Board complies with all material provisions of the Brown Act ☐ The Governing Board complies with most material provisions of the Brown Act ☐ The Governing Board complies with some material provisions of the Brown Act ☐ The Governing Board complies with few material provisions of the Brown Act	☒ Board meeting agendas **(B1.4)** ☒ Board meeting calendar **(B1.5)** ☒ Brown Act training documentation **(B1.8)** ☒ Documentation of the school's agenda posting procedures **(B1.9)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution
- Uniform Complaint Procedures

Rubric	Sources of Evidence
Performance ☒ The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	☒ Board meeting agendas and minutes **(B1.4)** ☒ Parent-Student Handbook(s) **(B1.10)** ☒ Uniform Complaint Procedure documentation **(B1.11)** ☒ Stakeholder complaint procedure(s) **(B1.12)** ☒ H.R. policies and procedures regarding staff due process **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

> *The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:*
> - The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
> - The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
> - The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
> - The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
> - The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

Rubric	Sources of Evidence
Performance ☐ The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☒ The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	☒ Parent-Student Handbook(s) **(B1.10)** ☒ H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☒ ESSA Grid ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

The Governing Board has a system in place to ensure ongoing:
- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals

Rubric	Sources of Evidence
Performance ☐ The Governing Board regularly monitors school performance and other internal data to inform decision-making ☒ The Governing Board monitors school performance and other internal data to inform decision-making ☐ The Governing Board inconsistently monitors school performance and other internal data to inform decision-making ☐ The Governing Board seldom monitors school performance and other internal data to inform decision-making	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data **(B1.4)** ☒ Other evidence of system for Board review and analysis of internal school data to inform decision-making **(B1.14)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:
- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric	Sources of Evidence
Performance ☒ The school is fiscally strong with positive net assets in the prior two independent audit reports ☐ The school is fiscally stable, with positive net assets in the most current independent audit report ☐ The school is fiscally weak and net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division ☐ The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division	☒ Board meeting agendas and minutes **(B1.4)** ☐ Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☐ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:
- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Rubric	Sources of Evidence
Performance ☒ The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement ☐ The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement ☐ The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) ☐ The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	☒ Board meeting agendas and minutes **(B1.4)** ☐ Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):
N/A

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

A1: All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018
- Per CDE, MSA 6 has 5 subgroups (African-American, English Learners, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). However, there continues to be 2 numerically significant subgroups (Latino and Socioeconomically Disadvantaged or SED). Latino students grew by 2.56 percentage points and SED students increased by 5.28 percentage points in ELA.

A2: All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018
- Per CDE, MSA 6 has 5 subgroups (African-American, English Learners, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). However, there continues to be 2 numerically significant subgroups (Latino and Socioeconomically Disadvantaged or SED). Latino students grew by 11.36 percentage points and SED students increased by 10.61 percentage points in Math.

A3: The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median
- Per CDE and a data set provided by LAUSD Data and Accountability, 48.05% of MSA 6's students Met and Exceeded Standards on the SBAC in ELA, compared to the Resident Schools Median of 36.76%.

A4: The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median
- Per CDE and a data set provided by LAUSD Data and Accountability, 38.56% of MSA 6's students Met and Exceeded Standards on the SBAC in Math, compared to the Resident Schools Median of 22.92%.

A5: The school reclassifies English Learners at a rate higher than the Resident Schools Median
- Per the CDE Reclassification Report, 47.4% of MSA 6's English Learners reclassified, compared to the Resident Schools Median at 25.5%

A6: The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median
- Per the CDE's "At-Risk" by Grade report, MSA 6 is at 0%, compared to the Resident Schools Median at 0.8%.

A7: The school's percentage of LTELs is at rate lower than the Resident Schools Median
- Per the CDE's Long-Term English Learners (LTEL) by Grade report, MSA 6 is at 14.3%, compared to the Resident Schools Median at 17.8%

Areas Noted for Further Growth and/or Improvement
None

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

<u>Corrective Action Required</u>
None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

__NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.__

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

Rubric	Sources of Evidence
Performance ☒ All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☐ Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

Rubric	Sources of Evidence
Performance ☒ All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ None of the school's subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Schoolwide ELA data (CDE)

Rubric	Sources of Evidence
Performance ☒ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☒ Review of Data Set LAUSD Office of Data & Accountability ☐ Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Schoolwide Math data (CDE)

Rubric	Sources of Evidence
Performance ☒ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☒ Review of Data Set LAUSD Office of Data & Accountability (ODA) ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- English Learner reclassification rate for 2017-2018 (CDE)

Rubric	Sources of Evidence
Performance ☒ The school reclassifies English Learners at a rate higher than the Resident Schools Median ☐ The school reclassifies English Learners at a rate similar to the Resident Schools Median ☐ The school reclassifies English Learners at a rate lower than the Resident Schools Median ☐ The school did not reclassify English Learners ☐ No assessment of performance for this indicator	☒ Reclassification report (CDE) **(B2.1)** ☐ CELDT/ELPAC Criterion reports (CDE) **(B2.3)** ☐ Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Providing supports for At-Risk English Learners 2017-2018 (CDE)

Rubric	Sources of Evidence
Performance ☒ The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median ☐ The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median ☐ The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median ☐ The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median ☐ No assessment of performance for this indicator	☒ "At-Risk" by Grade report (CDE): 2017-2018 **(B2.1)**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Providing supports for Long Term English Learners 2017-2018 (CDE)

Rubric	Sources of Evidence
Performance ☒ The school's percentage of LTELs is at rate lower than the Resident Schools Median ☐ The school's percentage of LTELs is at a rate similar to the Resident Schools Median ☐ The school's percentage of LTELs is at a rate higher than the Resident Schools Median ☐ The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median ☐ No assessment of performance for this indicator	☒ Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) **(B2.1)**

A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Four-Year Cohort Graduation Rate (CDE) (high schools only)

Rubric	Sources of Evidence
Performance ☐ The school's Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate similar to the Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate lower than the Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median ☒ No assessment of performance for this indicator	☐ Four-Year Cohort Graduation Rate (CDE) **(B2.1)** ☐ Other: (Specify) A-G passing grade requirement (e.g. C or D) **(CSD internal use only)**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

*INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (*THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP*).

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:
- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and Math

NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, SBAC Interim Block Assessments) and/or other assessment instruments for which the school can demonstrate validity/reliability.

Rubric	Sources of Evidence
Performance ☐ The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels ☐ The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. ☐ The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels ☐ The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. ☒ No assessment of performance for this indicator.	☐ Internal academic performance and progress data and information **(B2.2)** ☐ School Internal Assessment Data Report or equivalent **(B2.2)** ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES

Summary of School Performance

*Indicators A10-A19 reflect the school's ratings on the Dashboard. For Indicators A10 –A19 the school's ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

Blue	*Green*	*Yellow*	*Orange*	*Red*

A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts

The school has achieved the performance level of _____Green

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of _____Yellow

A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator

The school has achieved the performance level of _____No Performance Color

A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of _____Blue
this indicator will be available Fall 2018

A14: Priority 6-3.8 School Climate- Suspension Rate (K12) Indicator

The school has achieved the performance level of _____Yellow

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

HIGH SCHOOLS ONLY:
A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts **The school has achieved the following status_____ and change_____N/A**
A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics **The school has achieved the following status_____ and change_____N/A**
A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator **The school has achieved the performance level of _____N/A**
A19: Priority7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator **The school has achieved the following status_____ N/A**
NOTES:

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):
N/A

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4

<u>Areas of Demonstrated Strength and/or Progress</u>

O2: The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens as evidenced indicated in binder #3.

O7: The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights.
- MSA6 continues to have a 0% suspension rate
- Per school leadership, MSA6 has an approved grant for $,200 from LACOE to support and assist their foster and homeless youth
- School works with the Family Mitchell Clinic, for students to provide counseling to all students.
- Based on 160 student surveys, 78% of students believe the school provides a climate of support and academic learning; 71% of students feel safe; 63% of students have a sense of belonging; and 78% of students overall enjoy their school experiences

O9: The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns.
- As evidenced by discussion with leadership and in Binder #3, MSA6 implements several opportunities for stakeholders to be involved, which include the following: Parent College, Title I Parental Involvement and Annual Parent Meeting; SSC and ELAC meetings; Coffee with the Principal; and participation in the Parent Task Force (PTF).

<u>Areas Noted for Further Growth and/or Improvement</u>

<u>Corrective Action Required</u>

None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

---

*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for <u>all new staff</u> (as defined on the **ESSA Grid**) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:
- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
  (Note: for co-locations, the charter school complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	Sources of Evidence
Performance	
☒ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☒ Evacuation route maps **(B3.1b)** ☒ Documentation of emergency drills and training **(B3.1c)** ☒ Evidence of provision and location of onsite emergency supplies **(B3.1c)** ☒ Evidence of AB 2246 implementation (grades 7-12) **(B3.1e)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.4)** ☒ Bloodborne pathogens training documentation **(B3.13 and B3A.4)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019* ("ESSA Grid") **(B3A)** ☒ Site/classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:
• For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site • School provides documentation of student immunization and • School provides documentation of health screening per applicable law and terms of the charter • School maintains an emergency epinephrine auto-injectors ("epi-pen") onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Evidence of student immunization **(B3.2b)** ☒ Evidence of health screening **(B3.2b)** ☒ Epi-pen documentation **(B3.2c)** ☒ Discussion with school leadership ☐ Other: (Specify)

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

O3: STANDARDS–BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school has:
- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- Demonstrated evidence of implementation of the California Next Generation Science Standards
- Obtained WASC accreditation (high schools only)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only)
- Received UC/CSU approval of courses (UC Doorways) (high schools only)

Rubric	Sources of Evidence
Performance ☒ The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS ☐ The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS ☐ The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS ☐ The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ Evidence of implementation of CA NGSS **(B3.3a)** ☒ LCAP **(B3.3b)** ☐ Evidence of technology readiness to administer CAASPP assessments **(B3.3c) *new schools only** ☒ WASC documentation **(B3.3d)** ☐ UC Doorways course approval documentation **(B3.3d)** ☐ Evidence of implementation of Transitional Kindergarten **(B3.3i)** ☒ Professional development documentation **(B3.4b)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

The school:
- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
Performance ☐ The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis ☒ The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis ☐ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students **(3.3j)** ☒ Implementation of the school's English Learner Master Plan **(B3.3b)** ☒ Evidence of implementation of data analysis system program **(B2.2)** ☒ School Internal Assessment Data Report, or equivalent **(B2.2)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

The school has implemented the key features components of the educational program described in the school's charter	
Rubric	**Sources of Evidence**
Performance ☐ The school has fully implemented the key features of the educational program described in the charter ☒ The school has substantially implemented the key features of the educational program described in the charter ☐ The school has partially implemented the key features of the educational program described in the charter ☐ The school has minimally implemented, or not at all, the key features of the educational program described in the charter	☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of key features of educational program **(B3.3k)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

The school has a system in place to ensure that the school: • Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree • Provides special education training for staff in accordance with requirements of the Modified Consent Decree • Conducts a special education self-review annually, using the Special Education Self-Review Checklist • Maintains timely IEP timeline records and accurate service provision records in Welligent	
Rubric	**Sources of Evidence**
Performance ☐ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☒ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for students with disabilities **(B3.3j)** ☒ Self-Review Checklist **(B3.4a)** ☒ Other special education documentation **(B3.4a)** ☒ Consultation with Charter Operated Programs office ☒ Welligent reports and/or other MCD documentation, including from the Division of Special Education **(B3.4a)** ☐ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:
- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups

Rubric	Sources of Evidence
Performance ☒ The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	☒ Parent-Student Handbook(s) **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4c)** ☒ Evidence of implementation of tiered behavior intervention, such as SST/COST **(B3.4c)** ☒ Evidence of implementation of alternatives to suspension **(B3.4c)** ☒ Evidence of implementation of schoolwide positive behavior support system **(B3.4c)** ☒ Evidence of data monitoring **(B3.4c)** ☒ LAUSD ODA suspension and expulsion data reports **(B2.1)** ☐ Interview of stakeholders ☒ Discussion with school leadership ☐ Other: (Specify) ☒ Suspension rates, and disproportionality rates

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:
- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

Rubric	Sources of Evidence
Performance ☒ The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3.3b)** ☒ Professional development documentation (e.g. professional development calendar, agendas and sign-ins) **(B3.4b)** ☐ Interview of teachers and/or other staff ☒ Discussion with school leadership ☐ Other: (Specify)

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- Engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP

Rubric	Sources of Evidence
☒ The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Evidence of stakeholder consultation **(B3.4d)** ☒ Evidence of parent/stakeholder involvement and engagement **(B3.4d)**
Performance ☐ The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4d)** ☒ Evidence of communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** ☐ Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4d)** ☒ Evidence of provision of stakeholder access to school's approved charter **(B3.4d)** ☐ Interview of stakeholders ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.
- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution

**required on website

Rubric	Sources of Evidence
☒ The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☐ The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for: • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:
- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

Rubric		Sources of Evidence
Performance	☐ The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☒ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements		☒ Evidence of staff evaluation system **(B3.4f)** ☒ Discussion with school leadership ☐ Other: (Specify)

O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:
- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric	Sources of Evidence

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

| Performance | ☒ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times
☐ The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements
☐ The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements
☐ The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements | ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018* form ("ESSA Grid") **(B3A.1a)**
☒ Staff rosters and school master schedule **(B3A.1 b and c)**
☒ Custodian(s) of Records documentation **(B3A.1d)**
☒ Criminal Background Clearance Certifications **(B3A.2)**
☒ Teaching credential/authorization documentation **(B3A.2a)**
☒ Vendor certifications **(B3A.5)**
☐ Volunteer (TB) risk assessment/clearance certification **(B3A.6)**
☒ Discussion with school leadership
☐ Other: (Specify) |

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):
N/A

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 6**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/2/2019**

8013	2015-16					2016-17					2017-18				
Magnolia Science Academy 6	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		1,140,596	745,313	535,799	535,854		309,957	425,269	754,059	754,059		811,084	1,000,285	1,442,531	1,442,531
Current Assets		1,323,596	945,537	1,129,326	1,137,099		1,111,611	1,099,539	1,377,897	1,389,727		1,365,004	1,289,212	1,622,341	1,622,399
Fixed and Other Assets		5,637	79,810	66,400	66,400		37,674	37,674	51,733	51,733		102,842	69,005	27,990	27,990
Total Assets		1,329,233	1,025,347	1,195,726	1,203,499		1,149,285	1,137,213	1,429,630	1,441,460		1,467,846	1,358,217	1,650,331	1,650,389
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		293,042	122,405	182,262	246,234		108,457	12,812	176,677	182,539		180,209	43,491	46,754	46,491
Long Term Liabilities		181,177	0	6,688	0		0	6,500	0	0		0	0	0	0
Total Liabilities		474,219	122,405	188,950	246,234		108,457	19,312	176,677	182,539		180,209	43,491	46,754	46,491
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		855,014	902,942	1,006,776	957,265		1,040,828	1,117,902	1,252,953	1,258,921		1,287,637	1,314,726	1,603,576	1,603,898
Total Revenues	1,472,371	1,811,043	1,805,855	1,949,276	1,978,995	1,952,604	1,962,456	1,994,599	1,990,263	2,032,981	1,966,979	1,890,155	1,977,708	1,969,508	2,019,409
Total Expenditures	1,292,304	1,441,465	1,377,470	1,417,057	1,496,287	1,622,710	1,878,893	1,822,134	1,682,747	1,731,325	1,789,080	1,855,471	1,921,903	1,624,852	1,674,432
Net Income / (Loss)	180,067	369,578	428,385	532,219	482,708	329,894	83,563	172,465	307,516	301,656	177,899	34,684	55,805	344,656	344,977
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	180,067	369,578	428,385	532,219	482,708	329,894	83,563	172,465	307,516	301,656	177,899	34,684	55,805	344,656	344,977
Net Assets, Beginning	288,780	485,436	485,436	485,437	474,557	902,942	1,006,776	1,006,776	1,006,776	957,265	1,117,901	1,252,953	1,252,953	1,258,921	1,258,921
Adj. for restatement / Prior Yr Adj	0	0	(10,879)	(10,880)	0	0	(49,511)	(61,339)	(61,339)	0	0	0	5,968	0	0
Net Assets, Beginning, Adjusted	288,780	485,436	474,557	474,557	474,557	902,942	957,265	945,437	945,437	957,265	1,117,901	1,252,953	1,258,921	1,258,921	1,258,921
Net Assets, End	468,847	855,014	902,942	1,006,776	957,265	1,232,836	1,040,828	1,117,902	1,252,953	1,258,921	1,295,801	1,287,637	1,314,726	1,603,577	1,603,898

8013	Audited Financials					2018-19				
Magnolia Science Academy 6	2014-15	2015-16	2016-17	2017-18	2018-19	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	806,785	535,854	754,059	1,442,531	0		0	1,308,993	0	0
Current Assets	1,044,455	1,137,099	1,389,727	1,622,399	0		0	1,625,976	0	0
Fixed and Other Assets	0	66,400	51,733	27,990	0		0	11,433	0	0
Total Assets	1,044,455	1,203,499	1,441,460	1,650,389	0		0	1,637,409	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	569,898	246,234	182,539	46,491	0		0	17,250	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	569,898	246,234	182,539	46,491	0		0	17,250	0	0
Net Assets	474,557	957,265	1,258,921	1,603,898	0		1,744,799	1,620,159	0	0
Total Revenues	1,511,887	1,978,995	2,032,981	2,019,409	0	1,895,880	2,015,550	1,936,283	0	0
Total Expenditures	1,101,792	1,496,287	1,731,325	1,674,432	0	1,835,179	1,874,328	1,920,022	0	0
Net Income / (Loss)	410,095	482,708	301,656	344,977	0	60,701	141,222	16,261	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	410,095	482,708	301,656	344,977	0	60,701	141,222	16,261	0	0
Net Assets, Beginning	64,462	474,557	957,265	1,258,921	0	1,314,726	1,603,577	1,603,577	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	321	0	0
Net Assets, Beginning, Adjusted	64,462	474,557	957,265	1,258,921	0	1,314,726	1,603,577	1,603,898	0	0
Net Assets, End	474,557	957,265	1,258,921	1,603,898	0	1,375,427	1,744,799	1,620,159	0	0

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, Accomplished. **Other circumstances and information could influence the rating and are noted in this evaluation.**	4

MSA 6's fiscal condition is positive and has been upward trending since the 2014-2015 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of $1,603,898 and net income of $344,977. The 2018-2019 Second Interim projects positive net assets of $1,620,159 and net income of $16,261.

According to MSA 6's independent audit report dated June 30, 2018, MSA 6 is one of 10 schools operated by MERF. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of $26,910,962 and net income of $5,432,552. MERF, without its charter schools, reported positive net assets of $793,961 and net income of $1,560,739. According to MERF, during 2017-2018, MSA 6 paid management fees of $82,190 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive.

	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Second Interim)
Net Assets	$474,557	$957,265	$1,258,921	$1,603,898	$1,620,159
Net Income/Loss	$410,095	$482,708	$301,656	$344,977	$16,261
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

2. **Status of March 2015 Settlement Agreement:**
On or about March 20, 2015, LAUSD and MERF entered into a Settlement Agreement, whereby the parties agreed to resolve a lawsuit filed by MERF when LAUSD rescinded the conditional renewals of Magnolia Science Academy 6, 7, and 8. The terms and conditions set forth in Paragraph 8 of the Settlement Agreement stated: "MERF agrees to be subject to fiscal oversight during fiscal year 2015-2016 by the Fiscal Crisis & Management Assistance Team (FCMAT), or a reasonably equivalent fiscal organization, which would oversee MERF's fiscal operations."

On September 7, 2017, MERF provided the final management letter from FCMAT (and the first management letter from School Services of California [SSCal], which was contracted by MERF in May 2017 to continue the fiscal oversight initiated by FCMAT). On August 2, 2018, the CSD received SSCal's final management letter dated July 27, 2018. On August 20, 2018, MERF submitted its response and action plan to the CSD derived from SSCal's recommendations to MERF articulated in its final management letter.

Based on the CSD's observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). Based on the CSD's 2018-2019 oversight review, the CSD noted that, effective July 1, 2018, MERF contracted with a new back office services provider firm, Delta Managed Solutions (DMS). In addition, the CSD was advised that MERF had integrated the Escape School Ability ("SchoolAbility") financial software, which incorporates its purchasing and accounting processes into a single database. The CSD was further advised that SchoolAbility's purchasing, payables, budget, and financial reporting modules/functions are compliant and compatible with the Standardized Account Code Structure (SACS) financial report format. According to MERF, the DMS staff and SchoolAbility consultants have provided MERF and school users (i.e., the MERF Home Office staff, school Principals, Office Managers, and other school staff and teachers) with initial training on the implementation of SchoolAbility. This training involved a combination of onsite visits and full-day training sessions at both the MERF Home Office and individual school locations. MERF declared that SchoolAbility enables the generation of real-time reports for items including budget status, purchase requests, encumbrances, payments processed, and other pertinent accounting records. Moreover, the CSD was advised that the implementation of SchoolAbility was a component of MERF's action plan to address some of the issues outlined in SSCal's recommendations to MERF. The CSD will continue to monitor MERF's progress in addressing the remaining issues cited and implementing the recommendations from SSCal's July 27, 2018 final management letter.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices). **Itemized Receipts for Credit Card Purchases:** Based on the CSD's review of the school's credit card statements for the period spanning from June 2018 through December 2018, a sample of 17 transactions were selected for further review. The CSD noted that one of these items lacked an itemized receipt (which was purchased with the school credit card ending in 91003, in the amount of $66.00, dated 10/27/2018 and payable to Dominos Pizza). However, MERF provided documentation which referenced the proper approval and supported this transaction. The CSD noted that MERF's Fiscal Policies and Procedures (FPP's) were silent regarding itemized receipts as part of its required documentation for credit card purchases. The CSD recommends that MERF update its FPP's, to include the mandatory submission of itemized receipts to support all purchases. The Charter Schools Division will review the recommended updates to the school's fiscal policies by the next oversight visit. The results may be factored into the school's rating for next year.	
Corrective Action Required: None noted that require immediate action to remedy concerns noted in this report.	

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

Notes:

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
    a. Audit opinion: Unmodified
    b. Material weaknesses: None Reported
    c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2018 through December 2018. Selected the months of July 2018 through December 2018 for sample testing. No discrepancies were noted.
    a. Citi Bank Checking Account Ending in X5041 (MSA 4)
    b. Citi Bank Checking Account Ending in X6769 (MSA 4)
    c. Citi Bank Checking Account Ending in X6121 (MSA 6)
    d. Citi Bank Checking Account Ending in X2703 (MSA 7)
3. Reviewed credit card statements from June 2018 through December 2018. Selected the month of June 2018 and additional random transactions from all of the MSA schools authorized by LAUSD. The CSD's observations were noted in the Other Observations section above.
    a. American Express Credit Card Ending in X2002 (Chief Financial Officer, MSA 4)
    b. American Express Credit Card Ending in X1000 (Chief Financial Officer, MSA 6)
    c. American Express Credit Card Ending in X2005 (Chief Financial Officer, MSA 7)
    d. American Express Credit Card Ending in X1006 (Chief Financial Officer, MSA 8)
4. Reviewed the following 21 checks and 12 debit/credit transactions. No discrepancies were noted.
    a. Check numbers: 42714, 42951, 42965, 42969, 62696, 70005, 70006, 70026, 73320, 73343, 73353, 73369, 73400, 82911, 90033, 90067, 90068, 90088, DDP-00000012, DDP-00000022, and DDP-00000014 (Operating Accounts)
    b. Debit Transactions [transaction dates and amounts]: (1) 7/2/2018 – $3,125.17; (2) 7/3/2018 – $2,530.90; (3) 8/1/2018 – $6,471,.43; (4) 8/29/2018 – $25.00; (5) 8/31/2018 – $20,543.81; (6) 7/3/2018 – $297.64; (7) 7/3/2018 – $424.64; (8) 7/3/2018 – $469.89; (9) 7/12/2018 – $40.00; (10) 7/18/2018 – $148,562.90; (11) 8/13/2018 – $82,619.67, and (12) 9/20/2018 – $600,000.00 (Operating Accounts)
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is $1,442,531, and total expenditures equal $1,674,432. Therefore, the school's cash reserve level is 86.15%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at MSA Bell. No discrepancies were noted.
8. MERF provided documentation from CharterSafe, which disclosed eight pending legal matters. Magnolia asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of the project or School/borrower/project sponsor."
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2018-2019 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
17. Evidence of MSA 6 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2018-2019 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school's website.
21. The 2017-2018 audited and unaudited actuals nearly mirror each other.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 6**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/2/2019**

Fiscal Operations Rubrics

Existing School – *a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*
New School – *a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]*

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
Existing Schools (based on the most current annual audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division **_REQUIRED CRITERIA_** 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other; and	*Existing Schools (based on the most current annual audit):* An existing school is one that has at least one annual independent audit on file with the Charter Schools Division **_REQUIRED CRITERIA_** 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 14. There are no significant recurring issues; and

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*

15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement
 	
Note: Other circumstances and information could influence the rating and will be noted in the evaluation.
 	
SUPPLEMENTAL CRITERIA
1. Positive Net Assets exceed 4% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. A comprehensive website that provides at a minimum six of the following fiscal items:
   o Most current financial reports presented to the governing board
   o Employee handbook
   o Student handbook
   o Salary schedules/benefits/information
   o Budget development process
   o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
   o The most current approved petition
   o Administration/school contact
   o School calendar
   o Enrollment policies and procedures
   o Fiscal policies and procedures manual
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and
6. Governing board approved LCAP is posted on the charter school's website.
 	
Note: Other circumstances and information could influence the rating and will be noted in the evaluation.
	15. Audited and unaudited actuals nearly mirror each other.
	
	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.
	
	SUPPLEMENTAL CRITERIA
	1. Positive Net Assets exceed 3% of prior year expenditures;
	2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
	3. A comprehensive website that provides at a minimum six of the following fiscal items:
	   o Most current financial reports presented to the governing board
	   o Employee handbook
	   o Student handbook
	   o Salaries schedule/benefits/information
	   o Budget development process
	   o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
	   o The most current approved petition
	   o Administration/school contact
	   o School calendar
	   o Enrollment policies and procedures
	   o Fiscal policies and procedures manual
	4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
	5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and
	6. Governing board approved LCAP is posted on the charter school's website.
	
	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
Existing Schools (based on the most current audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ### *REQUIRED CRITERIA* 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. Vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school's website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; and 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. Note: Other circumstances and information could influence the rating and will be noted in the evaluation. ### *SUPPLEMENTAL CRITERIA* 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;	*Existing Schools (based on the most current audit):* An existing school is one that has at least one annual independent audit on file with the Charter Schools Division A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. **Current** audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. There is no apparent conflict of interest; 9. Governing board approves any amendment(s) to the charter school's budget; and 10. Governing board approved LCAP is posted on the charter school's website. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 6**

DATE OF VISIT: **4/2/2019**

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	*A new school would be assessed as Unsatisfactory based on the statements below:*

<u>New Schools:</u>
 	
REQUIRED CRITERIA
1. A new school is one that does not have an independent audit on file with the Charter Schools Division.
2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.
3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.
4. Interim reports and unaudited actuals project:
   a. Positive net assets
   b. Expenses less than revenues
   c. Projected expenses and revenues have no significant variance from budget
5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes.
6. The LCAP is submitted to the appropriate agencies.
7. The EPA allocation and expenditures are posted on the charter school's website, if applicable.
 	
<u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.
 	
<u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.
	<u>New Schools:</u>
	
	A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.
	
	<u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.
	
	<u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.

FORM REV. 8/09/18

Page **43** of **43**

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT
2018-2019 SCHOOL YEAR
FOR

MAGNOLIA SCIENCE ACADEMY 7 - 8014

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Magnolia Science Academy 7**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **4/3/2019**

Charter School Name:	**Magnolia Science Academy 7 (MSA 7)**			Location Code:	**8014**
Current Address:		City:	ZIP Code:	Phone:	Fax:
18355 Roscoe Blvd.		**Northridge**	**91325**	**818-221-5328**	**818-975-5215**
Current Term of Charter:			LAUSD Board District:	LAUSD District:	
July 1, 2014 to June 30, 2019			**3**	**Northwest**	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:		Grades Currently Served:	Grades To Be Served Per Charter:	
286	**300**		**K-5ᵗʰ**	**K-5ᵗʰ**	
Total Number of Staff Members:	**31**	Certificated:	**13**	Classified:	**18**
Charter School's Leadership Team Members:		**Fatih Metin, Principal; Meagan Alonso, Assistant Principal**			
Charter School's Contact for Special Education:		**Sharee Lear**			
CSD Assigned Administrator:	**Yolanda Jordan**		CSD Fiscal Services Manager:	**Lourdes Echavarria**	
Other School/CSD Team Members:		**Aida Tatiossian**			
Oversight Visit Date:		**April 3, 2019**	Fiscal Review Date (if different):		**January 31, 2019**
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		**N/A**	LAUSD Co-Location Campus (if applicable):		**N/A**
			DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:		**N/A**

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
4	**3**	**4**	**4**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

CHARTER RENEWAL CRITERIA
In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District "shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." Ed. Code § 47607(a)(3)(A).
REPORT GUIDE
In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school's governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school's ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education's criteria for evaluating charter schools and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories: *Governance* – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education *Student Achievement and Educational Performance* – demonstrating academic achievement and growth for all students *Organizational Management, Programs, and Operations* – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school *Fiscal Operations* – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit. The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

G1: The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) as evidenced by Board meeting agendas and minutes, organizational chart, and committees/council agendas and minutes.

G2: The Governing Board complies with all material provisions of the Brown Act
- As evidenced by the school's website and items in Binder#1, the Magnolia Educational & Research Foundation (MERF) Board meet regularly, meetings are conducted openly, and provide opportunities for public participation.
- As evidenced by the school's website, the MERF Board complies with AB 2257 (a current board meeting agenda must be posted on the homepage of the charter school's primary website, and accessible through a prominent, direct link), which became effective January 1, 2019.

G3: The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public
- As evidenced by the school's website and in Binder #1, there is documentation of policies and procedures in the areas of student discipline, employee grievances and discipline, parent/stakeholder complaint resolution process, and Uniform Complaint Procedures
- Evidence of AB699 (Educational equity; immigration and citizenship status) is included in the Student/Parent Handbook in both English and Spanish

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes: MPS leadership shared some updates in its policies, procedures, and systems that are in place and will be implemented to ensure that all schools are compliant with AB1432. Some of the updates include the following:
- Upon MERF Human Resources annual review of the MERF employee handbook with its legal counsel, updates will be made as necessary and will be presented to the MERF Board for approval.
- MERF HR will review and explain the compliance checklist, which includes AB 1432 training, with the school principals to implement the mandatory trainings to school staff.
- MERF works with Safe Schools trainings under CharterSafe to assign individual training sessions for many required trainings including the ones required by AB1432. While the legal requirement is for staff to complete within six (6) weeks after the first day of school or employment (whichever is first), MERF internally strongly encourages employee to complete the trainings within four (4) weeks after the first day of school or employment (whichever is first).
- MERF HR and the school sites work together to make sure all trainings are completed in a timely manner.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

UPDATE regarding the Settlement Agreement with LAUSD: Based on the CSD's observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). The CSD will continue to monitor MERF's progress through oversight in addressing the few remaining issues cited and implementing the recommendations from School Services of California's final management letter. Please see further details in the "Areas of Demonstrated Strength and/or Progress" in the Fiscal Operations section below.

NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 7**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/3/2019**

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:
- Governing Board (composition, structure, roles and responsibilities)
  committees/councils (for example, SSC and ELAC as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership

Rubric	Sources of Evidence
Performance ☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) ☒ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) ☐ The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	☒ Organization chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas, and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Evidence of committee/council calendars, agendas, minutes and sign-ins ☒ Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. **(B1.7)** ☐ Discussion with leadership ☐ Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:
- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

Performance	☒ The Governing Board complies with all material provisions of the Brown Act ☐ The Governing Board complies with most material provisions of the Brown Act ☐ The Governing Board complies with some material provisions of the Brown Act ☐ The Governing Board complies with few material provisions of the Brown Act	☒ Board meeting agendas **(B1.4)** ☒ Board meeting calendar **(B1.5)** ☒ Brown Act training documentation **(B1.8)** ☒ Documentation of the school's agenda posting procedures **(B1.9)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution
- Uniform Complaint Procedures

Rubric	Sources of Evidence
Performance ☒ The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	☒ Board meeting agendas and minutes **(B1.4)** ☒ Parent-Student Handbook(s) **(B1.10)** ☒ Uniform Complaint Procedure documentation **(B1.11)** ☒ Stakeholder complaint procedure(s) **(B1.12)** ☒ H.R. policies and procedures regarding staff due process **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:
• The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
• The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
• The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
• The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
• The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

Rubric		Sources of Evidence
Performance	☐ The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☒ The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	☒ Parent-Student Handbook(s) **(B1.10)** ☒ H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☒ ESSA Grid ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

The Governing Board has a system in place to ensure ongoing:
• Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence   • Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals

	Rubric	Sources of Evidence
Performance	☐ The Governing Board regularly monitors school performance and other internal data to inform decision-making ☒ The Governing Board monitors school performance and other internal data to inform decision-making ☐ The Governing Board inconsistently monitors school performance and other internal data to inform decision-making ☐ The Governing Board seldom monitors school performance and other internal data to inform decision-making	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data **(B1.4)** ☒ Other evidence of system for Board review and analysis of internal school data to inform decision-making **(B1.14)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:
• The school is fiscally strong and net assets are positive in the prior two independent audit reports.

	Rubric	Sources of Evidence
Performance	☒ The school is fiscally strong with positive net assets in the prior two independent audit reports ☐ The school is fiscally stable, with positive net assets in the most current independent audit report ☐ The school is fiscally weak and net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division ☐ The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division	☒ Board meeting agendas and minutes **(B1.4)** ☐ Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☐ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 7**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/3/2019**

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:
- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Rubric	Sources of Evidence
Performance ☒ The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement ☐ The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement ☐ The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) ☐ The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	☒ Board meeting agendas and minutes **(B1.4)** ☐ Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):
N/A

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

A1: The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018
- Per CDE, MSA 7 has 5 numerically significant subgroups (English Learners, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White). 3 out of 5 numerically significant subgroups demonstrated growth in ELA (English Learners, Students with Disabilities, and White students).

A3: The schoolwide percentage of students who Met and Exceeded Standards in $3^{rd} – 8^{th}$, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median
- Per CDE, the school's ELA rate was at 50.33%, compared to the Resident Schools Median at 33.07%.

A4: The schoolwide percentage of students who Met and Exceeded Standards in $3^{rd} – 8^{th}$, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median
- Per CDE, the school's Math rate was at 33.33%, compared to the Resident Schools Median at 25.87%.

A5: The school reclassifies English Learners at a rate higher than the Resident Schools Median
- Per CDE, the school's reclassification rate was 27.0%, compared to the Resident Schools Median of 19.1%

Areas Noted for Further Growth and/or Improvement

A2: Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018
- Per CDE, MSA 7 has 5 numerically significant subgroups (English Learners, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White). 1 out of 5 numerically significant subgroups demonstrated growth in Math (White students). In Math, English Learners declined by 6.49%; Latino students declined by 10.77%; Socioeconomically Disadvantaged students declined by 12.67; and Students with Disabilities declined by 0.76%
  - Per school leadership, in an effort to increase academic achievement in math, MSA 7 will "continue with the XtraMath program to continue building math fact fluency, as well as after school tutoring based upon benchmark data. Rather than continuing an out-of-classroom math intervention program, we plan on focusing on building a strong guided math group program that aligns across grade levels."

A6: The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median
- Per CDE, 15.2% of English Learners are "At Risk," compared to the Resident Schools Median of 9.6%

A9: The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels.
- Per school leadership, TK-1 grade students use curriculum based benchmark assessments to measure student growth in ELA and Math. The assessments are given regularly to track progress. Some of the assessments include Wonder of Reading and Fluency assessments and My Math chapter and benchmark assessments.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

- Per school leadership, while TK-1 show strengths in ELA and Math (e.g. upper and lower letter identification, identification of numbers, efficiency in reading grade level high frequency words, understanding place value, 3-digit addition with and without regrouping, et.) Students with Disabilities and English Learners need additional support in both ELA and Math.

- The NWEA MAP assessment for students in grade 2 revealed the following:
    o During the administration of the Fall assessment in Reading, 32% of 2nd grade students scored at High, 11% of 2nd grade students scored at Medium, and 58% of 2nd grade students scored at Low. The Spring assessment revealed that 28% of 2nd grade students scored at High, 7% of 2nd grade students scored at Medium, and 64% of 2nd grade students scored at Low. This increase in the Low, was due to increasing text complexity between the fall and spring.

    o During the administration of the Fall assessment in Math, 25% of 2nd grade students scored at High, 21% of 2nd grade students scored at Medium, and 53% of 2nd grade students scored at Low. The Spring assessment revealed that 15% of 2nd grade students scored at High, 25% of 2nd grade students scored at Medium, and 61% of 2nd grade students scored at Low. This increase in the Low, was due to increasing mathematical computation complexity between the fall and spring.

    o Subgroups (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged) showed limited growth in both ELA and Math from the Fall assessment to the Spring assessment.

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

Rubric	Sources of Evidence
Performance ☐ All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☒ The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☐ Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

Rubric	Sources of Evidence
Performance ☐ All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☒ Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ None of the school's subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by: • Schoolwide ELA data (CDE)	
Rubric	**Sources of Evidence**
Performance	☒ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☒ Review of Data Set LAUSD Office of Data & Accountability ☐ Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by: • Schoolwide Math data (CDE)	
Rubric	**Sources of Evidence**
Performance	☒ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☒ Review of Data Set LAUSD Office of Data & Accountability (ODA) ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 7**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/3/2019**

A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- English Learner reclassification rate for 2017-2018 (CDE)

Rubric	Sources of Evidence
Performance ☒ The school reclassifies English Learners at a rate higher than the Resident Schools Median ☐ The school reclassifies English Learners at a rate similar to the Resident Schools Median ☐ The school reclassifies English Learners at a rate lower than the Resident Schools Median ☐ The school did not reclassify English Learners ☐ No assessment of performance for this indicator	☒ Reclassification report (CDE) **(B2.1)** ☐ CELDT/ELPAC Criterion reports (CDE) **(B2.3)** ☐ Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Providing supports for At-Risk English Learners 2017-2018 (CDE)

Rubric	Sources of Evidence
Performance ☐ The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median ☐ The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median ☒ The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median ☐ The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median ☐ No assessment of performance for this indicator	☒ "At-Risk" by Grade report (CDE): 2017-2018 **(B2.1)**

A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Providing supports for Long Term English Learners 2017-2018 (CDE)

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

Performance	☐ The school's percentage of LTELs is at rate lower than the Resident Schools Median ☐ The school's percentage of LTELs is at a rate similar to the Resident Schools Median ☐ The school's percentage of LTELs is at a rate higher than the Resident Schools Median ☐ The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median ☒ No assessment of performance for this indicator	☐ Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) **(B2.1)**

A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Four-Year Cohort Graduation Rate (CDE) (high schools only)

	Rubric	**Sources of Evidence**
Performance	☐ The school's Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate similar to the Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate lower than the Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median ☒ No assessment of performance for this indicator	☐ Four-Year Cohort Graduation Rate (CDE) **(B2.1)** ☐ Other: (Specify) A-G passing grade requirement (e.g. C or D) **(CSD internal use only)**

*INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (*THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP*).

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:
- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and Math

FORM REV. 8/09/18

Page **16** of **44**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, SBAC Interim Block Assessments) and/or other assessment instruments for which the school can demonstrate validity/reliability.

Rubric	Sources of Evidence
Performance ☐ The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels ☐ The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels. ☒ The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels ☐ The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data. ☐ No assessment of performance for this indicator.	☒ Internal academic performance and progress data and information **(B2.2)** ☒ School Internal Assessment Data Report or equivalent **(B2.2)** ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES
Summary of School Performance
*Indicators A10-A19 reflect the school's ratings on the Dashboard. For Indicators A10 –A19 the school's ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

	Blue	*Green*	*Yellow*	*Orange*	*Red*

A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts

The school has achieved the performance level of _____Orange (was Yellow)

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of _____Orange (was Yellow)

A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator

The school has achieved the performance level of _____No Performance Color

A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of _____Orange
*this indicator will be available Fall 2018

A14: Priority 6-3.8 School Climate- Suspension Rate (K12) Indicator

The school has achieved the performance level of _____Blue

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: __Magnolia Science Academy 7__

DATE OF VISIT: **4/3/2019**

HIGH SCHOOLS ONLY:
A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts **The school has achieved the following status_____ and change_____ N/A**
A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics **The school has achieved the following status_____ and change_____ N/A**
A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator **The school has achieved the performance level of _____ N/A**
A19: Priority7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator **The school has achieved the following status_____ N/A**
NOTES:

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):
On October 23, 2018, the LAUSD Board of Education adopted by consent vote to renew Magnolia Science Academy 7 (MSA7), to serve up to 300 students in grades TK-5, with Academic Benchmarks. MSA 7 must meet the following benchmarks during the 2019-2024 charter term in order to address academic concerns. The school shall provide a written status report to the Charter Schools Division (CSD) annually no later than December 1 that provides evidence of the following: **1.   The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in English Language Arts (ELA), as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term.**

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

2. **The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in Math, as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term.**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

O3: The school continues to fully implement grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS as evidenced by MSA 7's Curriculum Inventory of textbooks/print resources (e.g. Wonders, grade-level novels, Inspire Science, My Math, etc.) and their use of web-based programs like Readworks, AR reading program, Xtra Math, Kahn Academy, and Brain-Pop.

O4: The school continues to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis.
- Per school leadership, in an effort to increase academic achievement, the following is being implemented:
  - English Learners receive 30 minutes of ELD Designated instruction in a protected block of time during the school day. The primary curriculum used during this designated time is *Wonders*, which is used in conjunction with supplemental programs such as Duolingo.
  - An instructional aide was hired to assist the EL Teacher/Coordinator in providing more academic support to English Learners.
  - ELD focused tutoring after school with ELD teachers
  - There are two paraeducators to support students with disabilities, as well as two Behavior Intervention Implementation (BII).
  - Counseling services for newcomers
  - Multi-Tiered System of Supports (MTSS) for students, with clear supports for those in Tiers 1, 2, or 3.
  - Principal attended a Homeless Education and Foster Youth Services Workshop 101 on 10/12/2018 proved by Foster Youth Services Coordinating Program
  - Student Support and Progress Team meetings occur monthly to discuss students' needs, strategies, etc.

O6: The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree
- At the time of the oversight visit, per Welligent reports, there were no overdue IEPs and the 300 report indicated one record in Tier 3, some in Tier 2, and the majority of records were in Tier 1
- As evidenced in Binder #3, some of the curriculum and supplemental resources used in the Learning Center include the following: AR Level Books, Wilson Reading System: Just Words, Reading A-Z, Writing A-Z, Excel Math, Prodigy Math Practice, and Write Brain Books Writing Program.

O7: The school continues to have a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights
- As evidenced by LAUSD suspension and expulsion data reports, MSA 7 continues to have 0% suspensions and 0% expulsions.
- Student survey indicate the following: Climate of Support for Academic Learning at 82%; Knowledge and Fairness of Discipline, Rules, and Norms at 77%; Overall School Experience at 89%; Safety at 65%; and Sense of Belonging at 76%

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

Areas Noted for Further Growth and/or Improvement

Please see summary for **A2** and **O4** that details what MSA 7 is doing to improve academic achievement for all students, especially in the area of math and for English Learners.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for <u>all new staff</u> (as defined on the **ESSA Grid**) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:
• The school has a current site-specific comprehensive Health, Safety, and Emergency Plan   (Note: for co-locations, the charter school complies with the District school's Health, Safety and Emergency Plan) • The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol) • School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432 • School staff receives annual training on the handling of bloodborne pathogens • The school has a Visitor's policy and it's visible in the main office • A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☒ Evacuation route maps **(B3.1b)** ☒ Documentation of emergency drills and training **(B3.1c)** ☒ Evidence of provision and location of onsite emergency supplies **(B3.1c)** ☐ Evidence of AB 2246 implementation (grades 7-12) **(B3.1e)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.4)** ☒ Bloodborne pathogens training documentation **(B3.13 and B3A.4)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019* ("ESSA Grid") **(B3A)** ☒ Site/classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:
- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter
- School maintains an emergency epinephrine auto-injectors ("epi-pen") onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

Rubric	Sources of Evidence
Performance ☒ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Evidence of student immunization **(B3.2b)** ☒ Evidence of health screening **(B3.2b)** ☒ Epi-pen documentation **(B3.2c)** ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

O3: STANDARDS–BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school has:
- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- Demonstrated evidence of implementation of the California Next Generation Science Standards
- Obtained WASC accreditation (high schools only)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only)
- Received UC/CSU approval of courses (UC Doorways) (high schools only)

	Rubric	Sources of Evidence
Performance	☒ The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS ☐ The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS ☐ The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS ☐ The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ Evidence of implementation of CA NGSS **(B3.3a)** ☒ LCAP **(B3.3b)** ☐ Evidence of technology readiness to administer CAASPP assessments **(B3.3c) *new schools only** ☒ WASC documentation **(B3.3d)** ☐ UC Doorways course approval documentation **(B3.3d)** ☒ Evidence of implementation of Transitional Kindergarten **(B3.3i)** ☒ Professional development documentation **(B3.4b)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

The school:
- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
Performance ☐ The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis ☒ The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis ☐ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students **(3.3j)** ☒ Implementation of the school's English Learner Master Plan **(B3.3b)** ☒ Evidence of implementation of data analysis system program **(B2.2)** ☒ School Internal Assessment Data Report, or equivalent **(B2.2)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

FORM REV. 8/09/18

Page **26** of **44**

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Magnolia Science Academy 7**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **4/3/2019**

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

The school has implemented the key features components of the educational program described in the school's charter

Rubric	Sources of Evidence
Performance ⊠ The school has fully implemented the key features of the educational program described in the charter ☐ The school has substantially implemented the key features of the educational program described in the charter ☐ The school has partially implemented the key features of the educational program described in the charter ☐ The school has minimally implemented, or not at all, the key features of the educational program described in the charter	⊠ Professional development documentation **(B3.4b)** ⊠ Evidence of implementation of key features of educational program **(B3.3k)** ⊠ Classroom observation ⊠ Discussion with school leadership ☐ Other: (Specify)

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

The school has a system in place to ensure that the school:
- Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- Provides special education training for staff in accordance with requirements of the Modified Consent Decree
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ⊠ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	⊠ Parent-Student Handbook(s) **(B1.10)** ⊠ Professional development documentation **(B3.4b)** ⊠ Evidence of intervention and support for students with disabilities **(B3.3j)** ⊠ Self-Review Checklist **(B3.4a)** ⊠ Other special education documentation **(B3.4a)** ⊠ Consultation with Charter Operated Programs office ⊠ Welligent reports and/or other MCD documentation, including from the Division of Special Education **(B3.4a)** ☐ Classroom observation ⊠ Discussion with school leadership ☐ Other: (Specify)

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:
- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups

Rubric	Sources of Evidence
Performance ⊠ The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	⊠ Parent-Student Handbook(s) **(B1.10)** ⊠ LCAP **(B3.3b)** ⊠ Professional development documentation **(B3.4b)** ⊠ Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4c)** ⊠ Evidence of implementation of tiered behavior intervention, such as SST/COST **(B3.4c)** ⊠ Evidence of implementation of alternatives to suspension **(B3.4c)** ⊠ Evidence of implementation of schoolwide positive behavior support system **(B3.4c)** ⊠ Evidence of data monitoring **(B3.4c)** ⊠ LAUSD ODA suspension and expulsion data reports **(B2.1)** ☐ Interview of stakeholders ⊠ Discussion with school leadership ☐ Other: (Specify) ⊠ Suspension rates, and disproportionality rates

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 7**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/3/2019**

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:
• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
Performance	☐ The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☒ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3.3b)** ☒ Professional development documentation (e.g. professional development calendar, agendas and sign-ins) **(B3.4b)** ☐ Interview of teachers and/or other staff ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:
- Engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP

Rubric	Sources of Evidence
☒ The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Evidence of stakeholder consultation **(B3.4d)** ☒ Evidence of parent/stakeholder involvement and engagement **(B3.4d)**
Performance ☐ The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4d)** ☒ Evidence of communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** ☐ Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4d)** ☒ Evidence of provision of stakeholder access to school's approved charter **(B3.4d)** ☐ Interview of stakeholders ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.
- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution

**required on website

Rubric	Sources of Evidence
☒ The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☐ The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for: • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics • Student Achievement Information

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 7**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/3/2019**

O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:
- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☒ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	☒ Evidence of staff evaluation system **(B3.4f)** ☐ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:
- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric	Sources of Evidence
Performance ☒ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times ☐ The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018* form ("ESSA Grid") **(B3A.1a)** ☒ Staff rosters and school master schedule **(B3A.1 b and c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2)** ☒ Teaching credential/authorization documentation **(B3A.2a)** ☒ Vendor certifications **(B3A.5)** ☐ Volunteer (TB) risk assessment/clearance certification **(B3A.6)** ☐ Discussion with school leadership ☐ Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy 7**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/3/2019**

8014	2015-16					2016-17					2017-18				
Magnolia Science Academy 7	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		1,158,938	480,118	909,182	914,277		418,153	418,912	830,140	830,140		951,941	1,008,028	1,269,979	1,269,979
Current Assets		1,586,116	946,936	1,781,779	1,427,398		1,088,560	1,097,540	1,241,021	1,237,021		1,338,710	1,366,084	1,607,504	1,610,557
Fixed and Other Assets		50,619	38,801	38,801	42,801		200,208	61,884	31,590	35,589		78,421	65,317	168,098	175,325
Total Assets		1,636,735	985,737	1,820,580	1,470,199		1,288,768	1,159,424	1,272,610	1,272,610		1,417,131	1,431,401	1,775,602	1,785,882
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		687,998	4,150	870,316	522,847		281,541	232,528	254,417	260,280		263,151	329,510	276,944	287,686
Long Term Liabilities		0	0	11,156	0		0	14,500	0	0		0	0	0	0
Total Liabilities		687,998	4,150	881,472	522,847		281,541	247,028	254,417	260,280		263,151	329,510	276,944	287,686
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		948,737	981,587	939,108	947,352		1,007,228	912,396	1,018,193	1,012,330		1,153,980	1,101,891	1,498,659	1,498,196
Total Revenues	3,398,157	3,501,595	3,523,814	3,461,008	3,515,135	3,692,766	3,817,312	3,625,736	3,551,194	3,620,605	3,503,588	3,527,538	3,695,027	3,784,761	3,851,149
Total Expenditures	3,206,602	3,314,881	3,379,728	3,359,402	3,405,285	3,657,044	3,757,437	3,660,692	3,480,352	3,555,627	3,468,344	3,391,751	3,605,465	3,298,432	3,365,283
Net Income / (Loss)	191,555	186,714	144,086	101,606	109,850	35,722	59,876	(34,956)	70,841	64,978	35,244	135,787	89,561	486,329	485,866
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	191,555	186,714	144,086	101,606	109,850	35,722	59,876	(34,956)	70,841	64,978	35,244	135,787	89,561	486,329	485,866
Net Assets, Beginning	846,263	762,023	762,023	762,024	837,502	981,587	939,108	939,108	939,108	947,352	912,396	1,018,193	1,018,193	1,012,330	1,012,330
Adj. for restatement / Prior Yr Adj	0	0	75,478	75,478	0	0	8,244	8,244	8,244	0	0	0	(5,863)	0	0
Net Assets, Beginning, Adjusted	846,263	762,023	837,501	837,502	837,502	981,587	947,352	947,352	947,352	947,352	912,396	1,018,193	1,012,330	1,012,330	1,012,330
Net Assets, End	1,037,818	948,737	981,587	939,108	947,352	1,017,309	1,007,228	912,396	1,018,193	1,012,330	947,640	1,153,980	1,101,891	1,498,659	1,498,196

8014	Audited Financials					2018-19				
Magnolia Science Academy 7	2014-15	2015-16	2016-17	2017-18	2018-19	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	924,010	914,277	830,140	1,269,979	0		0	601,058	0	0
Current Assets	1,560,122	1,427,398	1,237,021	1,610,557	0		0	1,143,608	0	0
Fixed and Other Assets	55,040	42,801	35,589	175,325	0		0	152,110	0	0
Total Assets	1,615,162	1,470,199	1,272,610	1,785,882	0		0	1,295,718	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	777,660	522,847	260,280	287,686	0		0	75,286	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	777,660	522,847	260,280	287,686	0		0	75,286	0	0
Net Assets	837,502	947,352	1,012,330	1,498,196	0		1,311,921	1,220,432	0	0
Total Revenues	2,978,484	3,515,135	3,620,605	3,851,149	0	3,706,710	3,781,111	4,008,044	0	0
Total Expenditures	2,739,495	3,405,285	3,555,627	3,365,283	0	3,607,797	3,967,849	4,285,808	0	0
Net Income / (Loss)	238,989	109,850	64,978	485,866	0	98,912	(186,738)	(277,764)	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	238,989	109,850	64,978	485,866	0	98,912	(186,738)	(277,764)	0	0
Net Assets, Beginning	598,513	837,502	947,352	1,012,330	0	1,101,891	1,498,659	1,498,658	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	(462)	0	0
Net Assets, Beginning, Adjusted	598,513	837,502	947,352	1,012,330	0	1,101,891	1,498,659	1,498,196	0	0
Net Assets, End	837,502	947,352	1,012,330	1,498,196	0	1,200,803	1,311,921	1,220,432	0	0

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, Accomplished. **Other circumstances and information could influence the rating and are noted in this evaluation.**	4

MSA 7's fiscal condition is positive and has been upward trending since the 2014-2015 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of $1,498,196 and net income of $485,866. The 2018-2019 Second Interim projects positive net assets of $1,220,432 and a net loss of ($277,764).

According to MSA 7's independent audit report dated June 30, 2018, MSA 7 is one of 10 schools operated by MERF. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of $26,910,962 and net income of $5,432,552. MERF, without its charter schools, reported positive net assets of $793,961 and net income of $1,560,739. According to MERF, during 2017-2018, MSA 7 paid management fees of $547,935 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive.

	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Second Interim)
Net Assets	$837,502	$947,352	$1,012,330	$1,498,196	$1,220,432
Net Income/Loss	$238,989	$109,850	$64,978	$485,866	($277,764)
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

2. Status of March 2015 Settlement Agreement:

On or about March 20, 2015, LAUSD and MERF entered into a Settlement Agreement, whereby the parties agreed to resolve a lawsuit filed by MERF when LAUSD rescinded the conditional renewals of Magnolia Science Academy 6, 7, and 8. The terms and conditions set forth in Paragraph 8 of the Settlement Agreement stated: "MERF agrees to be subject to fiscal oversight during fiscal year 2015-2016 by the Fiscal Crisis & Management Assistance Team (FCMAT), or a reasonably equivalent fiscal organization, which would oversee MERF's fiscal operations."

On September 7, 2017, MERF provided the final management letter from FCMAT (and the first management letter from School Services of California [SSCal], which was contracted by MERF in May 2017 to continue the fiscal oversight initiated by FCMAT). On August 2, 2018, the CSD received SSCal's final management letter dated July 27, 2018. On August 20, 2018, MERF submitted its response and action plan to the CSD derived from SSCal's recommendations to MERF articulated in its final management letter.

Based on the CSD's observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). Based on the CSD's 2018-2019 oversight review, the CSD noted that, effective July 1, 2018, MERF contracted with a new back office services provider firm, Delta Managed Solutions (DMS). In addition, the CSD was advised that MERF had integrated the Escape School Ability ("SchoolAbility") financial software, which incorporates its purchasing and accounting processes into a single database. The CSD was further advised that SchoolAbility's purchasing, payables, budget, and financial reporting modules/functions are compliant and compatible with the Standardized Account Code Structure (SACS) financial report format. According to MERF, the DMS staff and SchoolAbility consultants have provided MERF and school users (i.e., the MERF Home Office staff, school Principals, Office Managers, and other school staff and teachers) with initial training on the implementation of SchoolAbility. This training involved a combination of onsite visits and full-day training sessions at both the MERF Home Office and individual school locations. MERF declared that SchoolAbility enables the generation of real-time reports for items including budget status, purchase requests, encumbrances, payments processed, and other pertinent accounting records. Moreover, the CSD was advised that the implementation of SchoolAbility was a component of MERF's action plan to address some of the issues outlined in SSCal's recommendations to MERF. The CSD will continue to monitor MERF's progress in addressing the remaining issues cited and implementing the recommendations from SSCal's July 27, 2018 final management letter.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).
Itemized Receipts for Credit Card Purchases: Based on the CSD's review of the school's credit card statements for the period spanning from June 2018 through December 2018, a sample of 17 transactions were selected for further review. The CSD noted that one of these items lacked an itemized receipt (which was purchased with the school credit card ending in 91003, in the amount of $66.00, dated 10/27/2018 and payable to Dominos Pizza). However, MERF provided documentation which referenced the proper approval and supported this transaction. The CSD noted that MERF's Fiscal Policies and Procedures (FPP's) were silent regarding itemized receipts as part of its required documentation for credit card purchases. The CSD recommends that MERF update its FPP's, to include the mandatory submission of itemized receipts to support all purchases.
The Charter Schools Division will review the recommended updates to the school's fiscal policies by the next oversight visit. The results may be factored into the school's rating for next year.
Corrective Action Required:
None noted that require immediate action to remedy concerns noted in this report.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

Notes:

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
   a. Audit opinion: Unmodified
   b. Material weaknesses: None Reported
   c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2018 through December 2018. Selected the months of July 2018 through December 2018 for sample testing. No discrepancies were noted.
   a. Citi Bank Checking Account Ending in X5041 (MSA 4)
   b. Citi Bank Checking Account Ending in X6769 (MSA 4)
   c. Citi Bank Checking Account Ending in X6121 (MSA 6)
   d. Citi Bank Checking Account Ending in X2703 (MSA 7)
3. Reviewed credit card statements from June 2018 through December 2018. Selected the month of June 2018 and additional random transactions from all of the MSA schools authorized by LAUSD. The CSD's observations were noted in the Other Observations section above.
   a. American Express Credit Card Ending in X2002 (Chief Financial Officer, MSA 4)
   b. American Express Credit Card Ending in X1000 (Chief Financial Officer, MSA 6)
   c. American Express Credit Card Ending in X2005 (Chief Financial Officer, MSA 7)
   d. American Express Credit Card Ending in X1006 (Chief Financial Officer, MSA 8)
4. Reviewed the following 21 checks and 12 debit/credit transactions. No discrepancies were noted.
   a. Check numbers: 42714, 42951, 42965, 42969, 62696, 70005, 70006, 70026, 73320, 73343, 73353, 73369, 73400, 82911, 90033, 90067, 90068, 90088, DDP-00000012, DDP-00000022, and DDP-00000014 (Operating Accounts)
   b. Debit Transactions [transaction dates and amounts]: (1) 7/2/2018 – $3,125.17; (2) 7/3/2018 – $2,530.90; (3) 8/1/2018 – $6,471,.43; (4) 8/29/2018 – $25.00; (5) 8/31/2018 – $20,543.81; (6) 7/3/2018 – $297.64; (7) 7/3/2018 – $424.64; (8) 7/3/2018 – $469.89; (9) 7/12/2018 – $40.00; (10) 7/18/2018 – $148,562.90; (11) 8/13/2018 – $82,619.67; and (12) 9/20/2018 – $600,000.00 (Operating Accounts)
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is $1,269,979, and total expenditures equal $3,365,283. Therefore, the school's cash reserve level is 37.74%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at MSA Bell. No discrepancies were noted.
8. MERF provided documentation from CharterSafe, which disclosed eight pending legal matters. Magnolia asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of the project or School/borrower/project sponsor."
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2018-2019 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
17. Evidence of MSA 7 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2018-2019 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school's website.
21. The 2017-2018 audited and unaudited actuals nearly mirror each other.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):
N/A

Fiscal Operations Rubrics

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]
New School – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
Existing Schools (based on the most current annual audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division **REQUIRED CRITERIA** 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other; and 15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement	*Existing Schools (based on the most current annual audit):* An existing school is one that has at least one annual independent audit on file with the Charter Schools Division **REQUIRED CRITERIA** 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 14. There are no significant recurring issues; and 15. Audited and unaudited actuals nearly mirror each other.

FORM REV. 8/09/18

Page **40** of **44**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA
1. Positive Net Assets exceed 4% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. A comprehensive website that provides at a minimum six of the following fiscal items:
  o Most current financial reports presented to the governing board
  o Employee handbook
  o Student handbook
  o Salary schedules/benefits/information
  o Budget development process
  o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
  o The most current approved petition
  o Administration/school contact
  o School calendar
  o Enrollment policies and procedures
  o Fiscal policies and procedures manual
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and
6. Governing board approved LCAP is posted on the charter school's website.
	SUPPLEMENTAL CRITERIA
	1. Positive Net Assets exceed 3% of prior year expenditures;
	2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
	3. A comprehensive website that provides at a minimum six of the following fiscal items:
	  o Most current financial reports presented to the governing board
	  o Employee handbook
	  o Student handbook
	  o Salaries schedule/benefits/information
	  o Budget development process
	  o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
	  o The most current approved petition
	  o Administration/school contact
	  o School calendar
	  o Enrollment policies and procedures
	  o Fiscal policies and procedures manual
	4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
	5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and
	6. Governing board approved LCAP is posted on the charter school's website.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
Existing Schools (based on the most current audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ### *REQUIRED CRITERIA* 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. Vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school's website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; and 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. Note: Other circumstances and information could influence the rating and will be noted in the evaluation. ### *SUPPLEMENTAL CRITERIA* 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;	*Existing Schools (based on the most current audit):* An existing school is one that has at least one annual independent audit on file with the Charter Schools Division A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy 7**

DATE OF VISIT: **4/3/2019**

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. **Current** audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. There is no apparent conflict of interest; 9. Governing board approves any amendment(s) to the charter school's budget; and 10. Governing board approved LCAP is posted on the charter school's website. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Magnolia Science Academy 7**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **4/3/2019**

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	*A new school would be assessed as Unsatisfactory based on the statements below:*

<u>New Schools:</u>
 	
          REQUIRED CRITERIA
1. A new school is one that does not have an independent audit on file with the Charter Schools Division.
2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.
3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.
4. Interim reports and unaudited actuals project:
    a. Positive net assets
    b. Expenses less than revenues
    c. Projected expenses and revenues have no significant variance from budget
5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes.
6. The LCAP is submitted to the appropriate agencies.
7. The EPA allocation and expenditures are posted on the charter school's website, if applicable.
 	
<u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.
 	
<u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.
	<u>New Schools:</u>
	
	A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.
	
	<u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.
	
	<u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.

FORM REV. 8/09/18

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT
2018-2019 SCHOOL YEAR
FOR

MAGNOLIA SCIENCE ACADEMY BELL - 5166
Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:
- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

Charter School Name:	**Magnolia Science Academy BELL (PSC)**			Location Code:	**5166**
Current Address:		City:	ZIP Code:	Phone:	Fax:
6411 Orchard Avenue		**Bell**	**90201**	**323-826-3925**	**323-826-3926**
Current Term of Charter:			LAUSD Board District:	LAUSD District:	
July 1, 2015 to June 30, 2020			**5**	**South**	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:		Grades Currently Served:	Grades To Be Served Per Charter:	
462	**492**		**6th – 8th**	**6th – 8th**	
Total Number of Staff Members:	**39**	Certificated:	**22**	Classified:	**17**
Charter School's Leadership Team Members:		**Jason Hernandez, Principal; Arturo Prado, AP; Maria Mendoza, AP; Sam Fargnoli AP**			
Charter School's Contact for Special Education:		**Cecilia Martinez, Special Education Coordinator**			
CSD Assigned Administrator:	**Yolanda Jordan**		CSD Fiscal Services Manager:	**Lourdes Echavarria**	
Other School/CSD Team Members:		**Sarah Ziegenhorn**			
Oversight Visit Date:		**February 6, 2019**	Fiscal Review Date (if different):	**January 31, 2019**	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):		**PSC**	LAUSD Co-Location Campus (if applicable):	**Orchard Academies**	
			DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:	**N/A**	

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	**3**	**3**	**4**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District "shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal." Ed. Code § 47607(a)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school's governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school's ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education's criteria for evaluating charter schools and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students
Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2017-2018*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress
G1: The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) as evidenced by Board meeting agendas and minutes, organizational chart, and committees/council agendas and minutes.

G2: The Governing Board complies with all material provisions of the Brown Act
- As evidenced by the school's website and items in Binder#1, the Magnolia Educational & Research Foundation (MERF) Board meet regularly, meetings are conducted openly, and provide opportunities for public participation.
- As evidenced by the school's website, the MERF Board complies with AB 2257 (a current board meeting agenda must be posted on the homepage of the charter school's primary website, and accessible through a prominent, direct link), which became effective January 1, 2019.

G3: The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public
- As evidenced by the school's website and in Binder #1, there is documentation of policies and procedures in the areas of student discipline, employee grievances and discipline, parent/stakeholder complaint resolution process, and Uniform Complaint Procedures
- Evidence of AB699 (Educational equity; immigration and citizenship status) is included in the Student/Parent Handbook in both English and Spanish

Areas Noted for Further Growth and/or Improvement
None

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Notes: MPS leadership shared some updates in its policies, procedures, and systems that are in place and will be implemented to ensure that all schools are compliant with AB1432. Some of the updates include the following:
- Upon MERF Human Resources annual review of the MERF employee handbook with its legal counsel, updates will be made as necessary and will be presented to the MERF Board for approval.
- MERF HR will review and explain the compliance checklist, which includes AB 1432 training, with the school principals to implement the mandatory trainings to school staff.
- MERF works with Safe Schools trainings under CharterSafe to assign individual training sessions for many required trainings including the ones required by AB1432. While the legal requirement is for staff to complete within six (6) weeks after the first day of school or employment (whichever is first), MERF internally strongly encourages employee to complete the trainings within four (4) weeks after the first day of school or employment (whichever is first).
- MERF HR and the school sites work together to make sure all trainings are completed in a timely manner.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

UPDATE regarding the Settlement Agreement with LAUSD: Based on the CSD's observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). The CSD will continue to monitor MERF's progress through oversight in addressing the few remaining issues cited and implementing the recommendations from School Services of California's final management letter. Please see further details in the "Areas of Demonstrated Strength and/or Progress" in the Fiscal Operations section below.

<u>NOTE</u>: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:
- Governing Board (composition, structure, roles and responsibilities)
  committees/councils (for example, SSC and ELAC as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership

Rubric	Sources of Evidence
Performance ☐ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) ☒ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) ☐ The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	☒ Organization chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas, and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Evidence of committee/council calendars, agendas, minutes and sign-ins ☒ Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. **(B1.7)** ☐ Discussion with leadership ☐ Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:
- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

Performance	☒ The Governing Board complies with all material provisions of the Brown Act ☐ The Governing Board complies with most material provisions of the Brown Act ☐ The Governing Board complies with some material provisions of the Brown Act ☐ The Governing Board complies with few material provisions of the Brown Act	☒ Board meeting agendas **(B1.4)** ☒ Board meeting calendar **(B1.5)** ☒ Brown Act training documentation **(B1.8)** ☒ Documentation of the school's agenda posting procedures **(B1.9)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution
- Uniform Complaint Procedures

Rubric		Sources of Evidence
Performance	☒ The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	☒ Board meeting agendas and minutes **(B1.4)** ☒ Parent-Student Handbook(s) **(B1.10)** ☒ Uniform Complaint Procedure documentation **(B1.11)** ☒ Stakeholder complaint procedure(s) **(B1.12)** ☒ H.R. policies and procedures regarding staff due process **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:
• The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
• The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
• The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
• The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
• The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

Rubric		Sources of Evidence
Performance	☐ The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☒ The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements ☐ The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	☒ Parent-Student Handbook(s) **(B1.10)** ☒ H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☒ ESSA Grid ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **2/6/2019**

G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

The Governing Board has a system in place to ensure ongoing:
- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP action plans and progress toward LCAP goals

Rubric	Sources of Evidence
Performance ☐ The Governing Board regularly monitors school performance and other internal data to inform decision-making ☒ The Governing Board monitors school performance and other internal data to inform decision-making ☐ The Governing Board inconsistently monitors school performance and other internal data to inform decision-making ☐ The Governing Board seldom monitors school performance and other internal data to inform decision-making	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data **(B1.4)** ☒ Other evidence of system for Board review and analysis of internal school data to inform decision-making **(B1.14)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:
- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric	Sources of Evidence
Performance ☒ The school is fiscally strong with positive net assets in the prior two independent audit reports ☐ The school is fiscally stable, with positive net assets in the most current independent audit report ☐ The school is fiscally weak and net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division ☐ The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division	☒ Board meeting agendas and minutes **(B1.4)** ☐ Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☐ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:
• The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

	Rubric	Sources of Evidence
Performance	☒ The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement ☐ The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement ☐ The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) ☐ The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	☒ Board meeting agendas and minutes **(B1.4)** ☐ Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☐ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):
N/A

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

A2: The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018
- Per the SBAC Report (CDE) 4 out of 5 numerically significant subgroups, demonstrated growth (Latino students increased by a 0.07 percentage point; Socioeconomically Disadvantaged students increased by a 0.97 percentage point; Students with Disabilities increased by 2.55 percentage points; and White students increased by 9.05 percentage points).

A3: The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median
- Per a review of the Data Set from LAUSD Office of Data & Accountability and SBAC Report (CDE), Magnolia Science Academy (MSA) Bell's SBAC rate in ELA is 37.32%, compared to the Resident Schools Median of 35.60%.

A4: The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median
- Per a review of the Data Set from LAUSD Office of Data & Accountability and SBAC Report (CDE), MSA Bell's SBAC rate in Math is 22.89%, compared to the Resident Schools Median of 23.97%.

A5: The school reclassifies English Learners at a rate higher than the Resident Schools Median
- Per the Reclassification Report (CDE), MSA Bell's reclassification rate was 42.7%, compared to the Resident Schools Median of 25.4%.

A6: The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median
- Per the "At-Risk" by Grade Report (CDE), MSA Bell's rate was 0.7%, compared to the Resident Schools Median of 1.2%

A7: The school's percentage of LTELs is at rate lower than the Resident Schools Median
- Per the LTEL by Grade Report (CDE), MSA Bell's rate is 12.4% (a decrease of 1.7% from last school year), compared to the Resident Schools Median of 14.1%

Areas Noted for Further Growth and/or Improvement

A1: Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018
- Per the SBAC Report (CDE), 1 out of 5 numerically significant subgroups (Students with Disabilities) demonstrated growth. 4 out of the 5 subgroups demonstrated declines (English Learners at 0%; Latino students declined 7.19 percentage points; Socioeconomically Disadvantaged students declined by 7.56 percentage points; and White students declined by 5.43 percentage points)

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

Notes:

MSA Bell's leadership has identified that reading comprehension as the largest area of need for English Learners. Additionally, many of the students classified as English Learners, are also identified as students with disabilities. In an effort to increase academic achievement for English Learners, the school has done the following: hired an ELD Coordinator this school year. The ELD Coordinator, with support and assistance from the MPS ELD Coordinator, provides ongoing professional development (e.g. ELD Standards, ELD in Math, ELD in Humanities and Science, Designated and Integrated ELD, etc.) and coaching to teaching staff. Additionally, the ELD coordinator works closely with teachers to implement the MPS EL Master plan, which includes implementation of SDAIE and CHATS framework.

As it relates to math, the MPS Math Coach conducts trainings and professional development for teaching staff, especially in the area of mathematics and incorporation of English language development strategies. Per MSA Bell leadership, "Demo Class" lessons are conducted to close the mathematical achievement gap and provide math teacher an opportunity to see practices in action. Other resources for training include Google Classroom with resources on instructional strategies, data analysis, webinars, and podcasts.

---

*NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.

FORM REV. 8/09/18

Page **12** of **42**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

Rubric	Sources of Evidence
Performance ☐ All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☒ Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☐ Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

Rubric	Sources of Evidence
Performance ☐ All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☒ The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ None of the school's subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☐ Other: (Specify)

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

A3: **SBAC SCHOOLWIDE ELA -** STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Schoolwide ELA data (CDE)

Rubric	Sources of Evidence
Performance	☒ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median ☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☒ Review of Data Set LAUSD Office of Data & Accountability ☐ Other: (Specify)

A4: **SBAC SCHOOLWIDE MATH** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Schoolwide Math data (CDE)

Rubric	Sources of Evidence
Performance	☐ The schoolwide percentage of students who Met and Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median ☒ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median ☐ The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 8th, 11th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. ☐ No assessment of performance for this indicator	☒ SBAC report (CDE) **(B2.1)** ☒ Review of Data Set LAUSD Office of Data & Accountability (ODA) ☐ Other: (Specify)

A5: **ENGLISH LEARNER RECLASSIFICATION** - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- English Learner reclassification rate for 2017-2018 (CDE)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/6/2019**

Rubric	Sources of Evidence
Performance ⊠ The school reclassifies English Learners at a rate higher than the Resident Schools Median ☐ The school reclassifies English Learners at a rate similar to the Resident Schools Median ☐ The school reclassifies English Learners at a rate lower than the Resident Schools Median ☐ The school did not reclassify English Learners ☐ No assessment of performance for this indicator	⊠ Reclassification report (CDE) **(B2.1)** ☐ CELDT/ELPAC Criterion reports (CDE) **(B2.3)** ☐ Other: (Specify)

A6: "AT RISK" ENGLISH LEARNERS – **(ELEMENTARY AND SECONDARY SCHOOLS)** STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Providing supports for At-Risk English Learners 2017-2018 (CDE)

Rubric	Sources of Evidence
Performance ⊠ The school's percentage of "At Risk" English Learners is at rate lower than the Resident Schools Median ☐ The school's percentage of "At Risk" English Learners is at a rate similar to the Resident Schools Median ☐ The school's percentage of "At Risk" English Learners is at a rate higher than the Resident Schools Median ☐ The school's percentage of "At Risk" English Learners is at a rate that is substantially higher than the Resident Schools Median ☐ No assessment of performance for this indicator	⊠ "At-Risk" by Grade report (CDE): 2017-2018 **(B2.1)**

A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Providing supports for Long Term English Learners 2017-2018 (CDE)

Rubric	Sources of Evidence

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

Performance	☒ The school's percentage of LTELs is at rate lower than the Resident Schools Median ☐ The school's percentage of LTELs is at a rate similar to the Resident Schools Median ☐ The school's percentage of LTELs is at a rate higher than the Resident Schools Median ☐ The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median ☐ No assessment of performance for this indicator	☒ Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) **(B2.1)**

A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:
- Four-Year Cohort Graduation Rate (CDE) (high schools only)

	Rubric	Sources of Evidence
Performance	☐ The school's Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate similar to the Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate lower than the Resident Schools Median ☐ The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median ☒ No assessment of performance for this indicator	☐ Four-Year Cohort Graduation Rate (CDE) **(B2.1)** ☐ Other: (Specify) A-G passing grade requirement (e.g. C or D) **(CSD internal use only)**

*INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (*THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP*).

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:
- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and Math

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

<table>
<tr><td colspan="2" style="background-color:#FFFF99">NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, SBAC Interim Block Assessments) and/or other assessment instruments for which the school can demonstrate validity/reliability.</td></tr>
<tr><td style="background-color:#FFFF99">Rubric</td><td style="background-color:#FFFF99">Sources of Evidence</td></tr>
<tr>
<td>Performance

☐ The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels

☐ The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels.

☐ The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels

☐ The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data.

☒ No assessment of performance for this indicator.</td>
<td>☐ Internal academic performance and progress data and information **(B2.2)**
☐ School Internal Assessment Data Report or equivalent **(B2.2)**
☐ Other: (Specify)</td>
</tr>
</table>

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES
Summary of School Performance
*Indicators A10-A19 reflect the school's ratings on the Dashboard. For Indicators A10 –A19 the school's ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2017-2018 oversight but will provide informational areas of focus. California School Dashboard Indicators will figure into 2018-2019 oversight ratings.

	Blue	*Green*	*Yellow*	*Orange*	*Red*
A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts **The school has achieved the performance level of <u>Orange</u>**					
A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics **The school has achieved the performance level of <u>Orange</u>**					
A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator **The school has achieved the performance level of <u>No Performance Color</u>**					
A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator **The school has achieved the performance level of <u>Green</u>** *this indicator will be available Fall 2018*					
A14: Priority 6-3.8 School Climate- Suspension Rate (K12) Indicator **The school has achieved the performance level of <u>Blue</u>**					

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

HIGH SCHOOLS ONLY:
A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts **The school has achieved the following status_____ and change_____ N/A**
A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics **The school has achieved the following status_____ and change_____ N/A**
A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator **The school has achieved the performance level of _____ N/A**
A19: Priority7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator **The school has achieved the following status_____ N/A**
NOTES:

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):
N/A

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

O2: The school continues to have a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens.

- As evidenced in Binder #3, the school has documentation of health screenings and epi-pen trainings to staff (3 staff members are volunteers)

O3: The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS

- As evidenced by classroom observations, there was evidence of the students' use and knowledge of the Summit platform. Most students demonstrated their ability to navigate through various curriculum resources through the use of technology (e.g. computers). Additionally, there was evidence of the day's learning objective via conversation with the students and it being visibly posted in the classroom

O5: The school has substantially implemented the key features of the educational program described in the charter

- Per school leadership, the school added a new course this year: STEAM Lab. The STEAM Lab is an elective class and is offered to 6th grade students and certain 7th and 8th grade students. Students learn to navigate technology on the Apple platform though the use of iMacs. Additionally, students use Wonder Media (for language literacy), CS First (students practice computational thinking), and visual arts and design is also a strong emphasis in this course.

O10: The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website.

- The school's website includes all legally required information, as well as applicable categories described in the Charter School Transparency Resolution by the LAUSD Board of Education

O11: The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements

- As evidenced in Binder #3, the school has a staff evaluation that includes multiple measures with a 4 point rubric

Areas Noted for Further Growth and/or Improvement

See notes section

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

Notes:

Related to indicator **O4 (Meeting The Needs of All Students; Subgroup Data Analysis)**: while the school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis, school leadership has made some changes in an effort to increase academic achievement. Some of the changes include the following:

- Beginning with the 2018-2019 school year, a multi-tiered systems of support (MTSS) Coordinator has been established for each grade level in order to address the social-emotional developmental and academic needs of middle school students and close the achievement gap
- An ELD Coordinator was hired in an effort to increase academic achievement for English Learners
- An additional administrator, Dean of Academics, was added at the beginning of the second semester. This administrator will collaborate with the MTSS Coordinator and Dean of Students in creating quality instructional strategies for ELs and SWD, as well as assist with the establishment of foundations for MTSS and RTI.

---

*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for <u>all new staff</u> (as defined on the **ESSA Grid**) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:
- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan   (Note: for co-locations, the charter school complies with the District school's Health, Safety and Emergency Plan)   - The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)   - School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432   - School staff receives annual training on the handling of bloodborne pathogens   - The school has a Visitor's policy and it's visible in the main office   - A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric	**Sources of Evidence**

FORM REV. 8/09/18

Page 21 of 42

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

Performance	☐ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☒ Evacuation route maps **(B3.1b)** ☒ Documentation of emergency drills and training **(B3.1c)** ☒ Evidence of provision and location of onsite emergency supplies **(B3.1c)** ☒ Evidence of AB 2246 implementation (grades 7-12) **(B3.1e)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.4)** ☒ Bloodborne pathogens training documentation **(B3.13 and B3A.4)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019* ("ESSA Grid") **(B3A)** ☒ Site/classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

The school has a system in place to ensure that:
• For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site   • School provides documentation of student immunization and   • School provides documentation of health screening per applicable law and terms of the charter   • School maintains an emergency epinephrine auto-injectors ("epi-pen") onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

Rubric	**Sources of Evidence**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

| Performance | ☒ The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens
☐ The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens
☐ The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens
☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens | ☒ Parent-Student Handbook(s) **(B1.10)**
☐ Certificate of Occupancy or equivalent **(B3.2a)**
☒ Evidence of student immunization **(B3.2b)**
☒ Evidence of health screening **(B3.2b)**
☒ Epi-pen documentation **(B3.2c)**
☒ Discussion with school leadership
☐ Other: (Specify) |

O3: STANDARDS–BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school has:
- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- Demonstrated evidence of implementation of the California Next Generation Science Standards
- Obtained WASC accreditation (high schools only)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only)
- Received UC/CSU approval of courses (UC Doorways) (high schools only)

Rubric	Sources of Evidence

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

| Performance | ☒ The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS
☐ The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS
☐ The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS
☐ The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS | ☒ Evidence of standards-based instructional program **(B3.3a)**
☒ Evidence of implementation of CA NGSS **(B3.3a)**
☒ LCAP **(B3.3b)**
☐ Evidence of technology readiness to administer CAASPP assessments **(B3.3c) *new schools only**
☒ WASC documentation **(B3.3d)**
☐ UC Doorways course approval documentation **(B3.3d)**
☐ Evidence of implementation of Transitional Kindergarten **(B3.3i)**
☒ Professional development documentation **(B3.4b)**
☒ Classroom observation
☒ Discussion with school leadership
☐ Other: (Specify) |

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

The school:
- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

Performance	☐ The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis ☒ The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis ☐ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	☒ Evidence of standards-based instructional program **(B3.3a)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students **(3.3j)** ☒ Implementation of the school's English Learner Master Plan **(B3.3b)** ☒ Evidence of implementation of data analysis system program **(B2.2)** ☒ School Internal Assessment Data Report, or equivalent **(B2.2)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

The school has implemented the key features components of the educational program described in the school's charter	
Rubric	**Sources of Evidence**
Performance	☐ The school has fully implemented the key features of the educational program described in the charter ☒ The school has substantially implemented the key features of the educational program described in the charter ☐ The school has partially implemented the key features of the educational program described in the charter ☐ The school has minimally implemented, or not at all, the key features of the educational program described in the charter	☒ Professional development documentation **(B3.4b)** ☒ Evidence of implementation of key features of educational program **(B3.3k)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

The school has a system in place to ensure that the school:
- Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- Provides special education training for staff in accordance with requirements of the Modified Consent Decree
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☒ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	☒ Parent-Student Handbook(s) **(B1.10)** ☒ Professional development documentation **(B3.4b)** ☒ Evidence of intervention and support for students with disabilities **(B3.3j)** ☒ Self-Review Checklist **(B3.4a)** ☒ Other special education documentation **(B3.4a)** ☒ Consultation with Charter Operated Programs office ☒ Welligent reports and/or other MCD documentation, including from the Division of Special Education **(B3.4a)** ☐ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:
- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

| Performance | ☒ The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights

☐ The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights

☐ The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights

☐ The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights | ☐ Parent-Student Handbook(s) **(B1.10)**
☐ LCAP **(B3.3b)**
☐ Professional development documentation **(B3.4b)**
☐ Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4c)**
☐ Evidence of implementation of tiered behavior intervention, such as SST/COST **(B3.4c)**
☐ Evidence of implementation of alternatives to suspension **(B3.4c)**
☐ Evidence of implementation of schoolwide positive behavior support system **(B3.4c)**
☐ Evidence of data monitoring **(B3.4c)**
☐ LAUSD ODA suspension and expulsion data reports **(B2.1)**
☐ Interview of stakeholders
☐ Discussion with school leadership
☐ Other: (Specify)
☐ Suspension rates, and disproportionality rates |

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school:
• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • Provides faculty and other instructional staff with professional development opportunities to improve instructional practice • Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

Rubric	Sources of Evidence

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

Performance	☐ The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☒ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3.3b)** ☒ Professional development documentation (e.g. professional development calendar, agendas and sign-ins) **(B3.4b)** ☐ Interview of teachers and/or other staff ☒ Discussion with school leadership ☐ Other: (Specify)

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- Engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP

Rubric	Sources of Evidence
☒ The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10)** ☒ LCAP **(B3.3b)** ☒ Evidence of stakeholder consultation **(B3.4d)** ☒ Evidence of parent/stakeholder involvement and engagement **(B3.4d)**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

Performance	☐ The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4d)** ☒ Evidence of communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** ☐ Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4d)** ☒ Evidence of provision of stakeholder access to school's approved charter **(B3.4d)** ☐ Interview of stakeholders ☒ Discussion with school leadership ☐ Other: (Specify)

O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.
- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution

**required on website

Rubric	Sources of Evidence
☒ The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☐ The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for: • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics

FORM REV. 8/09/18

Page **29** of **42**

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

	• Student Achievement Information

O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

The school has a system in place for the evaluation of school staff designed to ensure that:
- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

Rubric	Sources of Evidence
Performance ☐ The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☒ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	☒ Evidence of staff evaluation system **(B3.4f)** ☒ Discussion with school leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:
- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric	Sources of Evidence
Performance ☐ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times ☒ The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2017-2018* form ("ESSA Grid") **(B3A.1a)** ☒ Staff rosters and school master schedule **(B3A.1 b and c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2)** ☒ Teaching credential/authorization documentation **(B3A.2a)** ☒ Vendor certifications **(B3A.5)** ☐ Volunteer (TB) risk assessment/clearance certification **(B3A.6)** ☒ Discussion with school leadership ☐ Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/6/2019**

8013	2015-16					2016-17					2017-18				
Magnolia Science Academy 6	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		1,140,596	745,313	535,799	535,854		309,957	425,269	754,059	754,059		811,084	1,000,285	1,442,531	1,442,531
Current Assets		1,323,596	945,537	1,129,326	1,137,099		1,111,611	1,099,539	1,377,897	1,389,727		1,365,004	1,289,212	1,622,341	1,622,399
Fixed and Other Assets		5,637	79,810	66,400	66,400		37,674	37,674	51,733	51,733		102,842	69,005	27,990	27,990
Total Assets		1,329,233	1,025,347	1,195,726	1,203,499		1,149,285	1,137,213	1,429,630	1,441,460		1,467,846	1,358,217	1,650,331	1,650,389
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		293,042	122,405	182,262	246,234		108,457	12,812	176,677	182,539		180,209	43,491	46,754	46,491
Long Term Liabilities		181,177	0	6,688	0		0	6,500	0	0		0	0	0	0
Total Liabilities		474,219	122,405	188,950	246,234		108,457	19,312	176,677	182,539		180,209	43,491	46,754	46,491
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		855,014	902,942	1,006,776	957,265		1,040,828	1,117,902	1,252,953	1,258,921		1,287,637	1,314,726	1,603,576	1,603,898
Total Revenues	1,472,371	1,811,043	1,805,855	1,949,276	1,978,995	1,952,604	1,962,456	1,994,599	1,990,263	2,032,981	1,966,979	1,890,155	1,977,708	1,969,508	2,019,409
Total Expenditures	1,292,304	1,441,465	1,377,470	1,417,057	1,496,287	1,622,710	1,878,893	1,822,134	1,682,747	1,731,325	1,789,080	1,855,471	1,921,903	1,624,852	1,674,432
Net Income / (Loss)	180,067	369,578	428,385	532,219	482,708	329,894	83,563	172,465	307,516	301,656	177,899	34,684	55,805	344,656	344,977
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	180,067	369,578	428,385	532,219	482,708	329,894	83,563	172,465	307,516	301,656	177,899	34,684	55,805	344,656	344,977
Net Assets, Beginning	288,780	485,436	485,436	485,437	474,557	902,942	1,006,776	1,006,776	1,006,776	957,265	1,117,901	1,252,953	1,252,953	1,258,921	1,258,921
Adj. for restatement / Prior Yr Adj	0	0	(10,879)	(10,880)	0	0	(49,511)	(61,339)	(61,339)	0	0	0	5,968	0	0
Net Assets, Beginning, Adjusted	288,780	485,436	474,557	474,557	474,557	902,942	957,265	945,437	945,437	957,265	1,117,901	1,252,953	1,258,921	1,258,921	1,258,921
Net Assets, End	468,847	855,014	902,942	1,006,776	957,265	1,232,836	1,040,828	1,117,902	1,252,953	1,258,921	1,295,801	1,287,637	1,314,726	1,603,577	1,603,898

8013	Audited Financials					2018-19				
Magnolia Science Academy 6	2014-15	2015-16	2016-17	2017-18	2018-19	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	806,785	535,854	754,059	1,442,531	0		0	0	0	0
Current Assets	1,044,455	1,137,099	1,389,727	1,622,399	0		0	0	0	0
Fixed and Other Assets	0	66,400	51,733	27,990	0		0	0	0	0
Total Assets	1,044,455	1,203,499	1,441,460	1,650,389	0		0	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	569,898	246,234	182,539	46,491	0		0	0	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	569,898	246,234	182,539	46,491	0		0	0	0	0
Net Assets	474,557	957,265	1,258,921	1,603,898	0		1,744,799	0	0	0
Total Revenues	1,511,887	1,978,995	2,032,981	2,019,409	0	1,895,880	2,015,550	0	0	0
Total Expenditures	1,101,792	1,496,287	1,731,325	1,674,432	0	1,835,179	1,874,328	0	0	0
Net Income / (Loss)	410,095	482,708	301,656	344,977	0	60,701	141,222	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	410,095	482,708	301,656	344,977	0	60,701	141,222	0	0	0
Net Assets, Beginning	64,462	474,557	957,265	1,258,921	0	1,314,726	1,603,577	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	64,462	474,557	957,265	1,258,921	0	1,314,726	1,603,577	0	0	0
Net Assets, End	474,557	957,265	1,258,921	1,603,898	0	1,375,427	1,744,799	0	0	0

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, Accomplished.	4
Other circumstances and information could influence the rating and are noted in this evaluation.	

MSA Bell's fiscal condition is positive and the school has been upward trending since the 2014-2015 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of $4,083,717 and net income of $717,318. The 2018-2019 First Interim projects positive net assets of $4,515,866 and net income of $432,149.

According to MSA Bell's independent audit report dated June 30, 2018, MSA Bell is one of 10 schools operated by MERF. MERF currently has four schools that are authorized by the Los Angeles Unified School District (LAUSD). MERF's fiscal condition is strong. MERF and its charter schools reported positive net assets of $26,910,962 and net income of $5,432,552. MERF, without its charter schools, reported positive net assets of $793,961 and net income of $1,560,739. According to MERF, during 2017-2018, MSA Bell paid management fees of $1,095,870 to MERF for administrative services such as: finance and accounting, human resources and employee relations, Home Office management, information technology, operational compliance support, growth and facilities management, parent and community engagement, and programmatic compliance. These management fees were calculated based on a variable rate driven by the Average Daily Attendance (ADA) for each of the MERF charter schools.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive.

	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2017-2018 (First Interim)
Net Assets	$2,876,665	$3,004,175	$3,366,399	$4,083,717	$4,515,866
Net Income/Loss	($10,793)	$127,510	$362,224	$717,318	$432,149
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

---

2. <u>March 2015 Settlement Agreement Status</u>:
On or about March 20, 2015, LAUSD and MERF entered into a Settlement Agreement, whereby the parties agreed to resolve a lawsuit filed by MERF when LAUSD rescinded the conditional renewals of Magnolia Science Academy 6, 7, and 8. The terms and conditions set forth in Paragraph 8 of the Settlement Agreement stated: "MERF agrees to be subject to fiscal oversight during fiscal year 2015-2016 by the Fiscal Crisis & Management Assistance Team (FCMAT), or a reasonably equivalent fiscal organization, which would oversee MERF's fiscal operations."

On September 7, 2017, MERF provided the final management letter from FCMAT (and the first management letter from School Services of California [SSCal], which was contracted by MERF in May 2017 to continue the fiscal oversight initiated by FCMAT). On August 2, 2018, the CSD received SSCal's final management letter dated July 27, 2018. On August 20, 2018, MERF submitted its response and action plan to the CSD derived from SSCal's recommendations to MERF articulated in its final management letter.

Based on the CSD's observations from its oversight visits and its review of a sample of check disbursements and credit card transactions, the CSD noted the progress made by MERF towards fulfilling the fiscal oversight requirements outlined in Paragraph 8 of the March 2015 Settlement Agreement (i.e., since the 2016-2017 oversight visit). Based on the CSD's 2018-2019 oversight review, the CSD noted that, effective July 1, 2018, MERF contracted with a new back office services provider firm, Delta Managed Solutions (DMS). Also, the CSD was advised that MERF had implemented Escape School Ability ("SchoolAbility"), a financial software package designed to incorporate purchasing and accounting processes into a single database. The CSD was also advised that SchoolAbility possesses purchasing, payables, budget, and financial reporting modules/functions that are compliant and compatible with the Standardized Account Code Structure (SACS) financial report. According to MERF, the DMS staff and SchoolAbility consultants have provided MERF and school users (i.e., the MERF Home Office staff, school Principals, Office Managers, and other school staff and teachers) with initial training on the implementation of SchoolAbility. This training involved a combination of onsite visits and all-day training sessions at both the MERF Home Office as well as individual school locations. MERF declared that SchoolAbility enables the generation of real-time reports for items including budget status, purchase requests, encumbrances, payments processed, and other pertinent accounting records. Moreover, the CSD was advised that the implementation of SchoolAbility was a component of MERF's action plan to address some of the issues outlined in SSCal's recommendations to MERF. The CSD will continue to monitor MERF's progress in addressing the few remaining issues cited and implementing the recommendations from SSCal's July 27, 2018 final management letter.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices). 1. **Itemized Receipts for Credit Card Purchases:** Based on the CSD's review of the school's credit card statements for the period spanning from June 2018 through December 2018, a sample of 17 transactions were selected for further review. The CSD noted that one of these items lacked an itemized receipt (which was purchased with the school credit card ending in 91003, in the amount of $66.00, dated 10/27/2018 and payable to Dominos Pizza). However, MERF provided documentation which referenced the proper approval and supported this transaction. The CSD noted that MERF's Fiscal Policies and Procedures (FPP's) were silent regarding itemized receipts as part of its required documentation for credit card purchases. The CSD recommends that MERF update its FPP's, to include the mandatory submission of itemized receipts to support all purchases. The Charter Schools Division will review the recommended updates to the school's fiscal policies by the next oversight visit. The results may be factored into the school's rating for next year.
Corrective Action Required: None noted that require immediate action to remedy concerns noted in this report.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

Notes:

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
   a. Audit opinion: Unmodified
   b. Material weaknesses: None Reported
   c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from July 2018 through December 2018. Selected the months of July 2018 through December 2018 for sample testing. No discrepancies were noted.
   a. Citi Bank – 5041 MSA Bell (Checking)
   b. Citi Bank – 6769 MSA 4 (Checking)
   c. Citi Bank – 6121 MSA 6 (Checking)
   d. Citi Bank – 2703 MSA 7 (Checking)
3. Reviewed credit card statements from June 2018 through December 2018. Selected the month of June 2018 and additional random transactions from all of the MSA schools authorized by LAUSD. The CSD's observations were noted in the Other Observations section above.
   a. American Express, credit card ending in 2002 (CFO, MSA 4)
   b. American Express, credit card ending in 1000 (CFO, MSA 6)
   c. American Express, credit card ending in 2005 (CFO, MSA 7)
   d. American Express, credit card ending in 1006 (CFO, MSA BELL)
4. Reviewed the following 21 checks and 12 debit/credit transactions. No discrepancies were noted.
   a. Check numbers: 42714, 42951, 42965, 42969, 62696, 70005, 70006, 70026, 73320, 73343, 73353, 73369, 73400, 82911, 90033, 90067, 90068, 90088, DDP-00000012, DDP-00000022, and DDP-00000014 (Operating Accounts)
   b. Debit Transactions [transaction dates and amounts]: (1) 7/2/18 – $3,125.17; (2) 7/3/18 – $2,530.90; (3) 8/1/18 – $6,471,.43; (4) 8/29/18 – $25.00; (5) 8/31/18 – $20,543.81; (6) 7/3/18 – $297.64; (7) 7/3/18 – $424.64; (8) 7/3/18 – $469.89; (9) 7/12/18 – $40.00; (10) 7/18/18 – $148,562.90; (11) 8/13/18 – $82,619.67; and (12) 9/20/18 – $600,000.00 (Operating Accounts)
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is $1,907,434, and total expenditures equal $5,219,805. Therefore, the school's cash reserve level is 36.54%, which exceeds the recommended 5%.
6. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. A Segregation of Duties (SOD) review was conducted at MSA Bell. No discrepancies were noted.
8. MERF provided documentation from CharterSafe, which disclosed eight pending legal matters. Magnolia asserted that all of these matters are covered by MERF's insurance. MERF further stated: "None of these matters has a material impact on the financial viability of the project or School/borrower/project sponsor."

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2018-2019 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
15. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
16. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
17. Evidence of MSA Bell offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
18. Equipment inventory was provided.
19. The 2018-2019 LCAP was submitted to LAUSD.
20. The EPA allocation and expenditures are posted on the charter school's website.
21. The 2017-2018 audited and unaudited actuals nearly mirror each other

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A

LAUSD CHARTER SCHOOLS DIVISION	SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**
Annual Performance-Based Oversight Visit Report	DATE OF VISIT: **2/6/2019**

Fiscal Operations Rubrics

Existing School – *a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]*
New School – *a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]*

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*
Existing Schools (based on the most current annual audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other; and	*Existing Schools (based on the most current annual audit):* An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; 14. There are no significant recurring issues; and

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.	*An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.*

15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement
 	
Note: Other circumstances and information could influence the rating and will be noted in the evaluation.
 	
 SUPPLEMENTAL CRITERIA 1. Positive Net Assets exceed 4% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. A comprehensive website that provides at a minimum six of the following fiscal items:
   o Most current financial reports presented to the governing board
   o Employee handbook
   o Student handbook
   o Salary schedules/benefits/information
   o Budget development process
   o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
   o The most current approved petition
   o Administration/school contact
   o School calendar
   o Enrollment policies and procedures
   o Fiscal policies and procedures manual
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and
6. Governing board approved LCAP is posted on the charter school's website.
 	
Note: Other circumstances and information could influence the rating and will be noted in the evaluation.
	15. Audited and unaudited actuals nearly mirror each other.
	
	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.
	
	 SUPPLEMENTAL CRITERIA 1. Positive Net Assets exceed 3% of prior year expenditures;
	2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
	3. A comprehensive website that provides at a minimum six of the following fiscal items:
	   o Most current financial reports presented to the governing board
	   o Employee handbook
	   o Student handbook
	   o Salaries schedule/benefits/information
	   o Budget development process
	   o Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
	   o The most current approved petition
	   o Administration/school contact
	   o School calendar
	   o Enrollment policies and procedures
	   o Fiscal policies and procedures manual
	4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
	5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and
	6. Governing board approved LCAP is posted on the charter school's website.
	
	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

FORM REV. 8/09/18

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
Existing Schools (based on the most current audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ### *REQUIRED CRITERIA* 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. Vendors and staff are paid in a timely manner; 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The EPA allocation and expenditures are posted on the charter school's website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; and 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. Note: Other circumstances and information could influence the rating and will be noted in the evaluation. ### *SUPPLEMENTAL CRITERIA* 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;	*Existing Schools (based on the most current audit):* An existing school is one that has at least one annual independent audit on file with the Charter Schools Division A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.	*An existing school would be assessed as Unsatisfactory based on the statements below:*
5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. **Current** audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. There is no apparent conflict of interest; 9. Governing board approves any amendment(s) to the charter school's budget; and 10. Governing board approved LCAP is posted on the charter school's website. Note: Other circumstances and information could influence the rating and will be noted in the evaluation.	Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

LAUSD CHARTER SCHOOLS DIVISION

Annual Performance-Based Oversight Visit Report

SCHOOL NAME: **Magnolia Science Academy BELL (PSC)**

DATE OF VISIT: **2/6/2019**

A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.	*A new school would be assessed as Unsatisfactory based on the statements below:*

<u>New Schools:</u>
 	
REQUIRED CRITERIA
1. A new school is one that does not have an independent audit on file with the Charter Schools Division.
2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement.
3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school.
4. Interim reports and unaudited actuals project:
   a. Positive net assets
   b. Expenses less than revenues
   c. Projected expenses and revenues have no significant variance from budget
5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes.
6. The LCAP is submitted to the appropriate agencies.
7. The EPA allocation and expenditures are posted on the charter school's website, if applicable.
 	
<u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.
 	
<u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.
	<u>New Schools:</u>
	
	A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.
	
	<u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.
	
	<u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.

FORM REV. 8/09/18

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Discussion Item
Date:	06-13-19
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Lead:	Nanie Montijo, Chief Finance Officer
RE:	MSA 4 Fiscal Benchmarks

Proposed Board Recommendation

Information and discussion – no actions required.

Background

MSA 4 received the renewal letter dated January 9, 2018 from LAUSD CSD stating LAUSD Board of Education voted to renew with benchmarks the MSA 4 charter for 5 years beginning July 1, 2018 until June 30, 2023. MSA 4 must meet academic and fiscal benchmarks during the 2018-2023 charter term.

Fiscal Benchmark #1-4 has been submitted and completed as of July 12, 2018.

To comply with the requirements of benchmark #5-6, the attached report is presented to board to demonstrate improvements on fiscal management and operations; and continued implementation of recommendations from Fiscal Oversight Report and SSC's Management letter.

Please see attached.

Budget Implications

None

Attachments:
MERF's action Plan and Proof of Implementation
LAUSD Renewal Letter with Benchmarks

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

As per 2017-2018 Annual Oversight Visit Report (Fiscal Operations)	MERF's governing board approved plan of action (meeting date: July 12, 2018)	MERF's governing board approved plan of action (meeting date: December 13, 2018)	MERF's governing board approved plan of action (meeting date: June 13, 2019)
Areas noted for further growth and/or improvement:			
1) Bank Reconciliation Reports	All bank reconciliations are reviewed and approved via email by Designees/Financial Analysts on a monthly basis. In order to adopt a recommendation by School Services of California ("SSCal '"), as of January 2017 MERF Financial Analysts approve, sign and date all bank reconciliation statements before scanning and emailing the same to MERF's back office provider. The new back office provider Delta Managed Services ("DMS") has been notified of the MERF policy about the bank reconciliation timeline (20th of the following month).	Bank Reconciliations starting July 1, 2018 are prepared by DMS, the new back office service providers. CFO or designee reviews and signs all bank reconciliations before returning to DMS and filing for records.	Our back-office service provider, DMS, prepares all bank reconciliation statement on a monthly basis in accordance with our board approved fiscal policies and procedures manual. CFO or designee still reviews and signs all bank reconciliations before returning to DMS and filing for records.
2) Credit Cards	As of April 2018, all credit cards issued to former employees have been closed. All school site credit cards are held at the home office and are in the name of the CEO. Every month, MERF Financial Analysts review all credit card statements and charges. Balances of all active credit cards are paid in full unless there are disputed transactions.	The credit card processes approved by board of directors in the July 2018 meeting is still being followed consistently every month. All credit cards are paid in full every month. Statements are reviewed and coded correctly by senior financial analysts.	The credit card processes approved by board of directors in the July 2018 meeting is still being followed consistently every month. All credit cards are paid in full every month. Statements are reviewed and coded correctly by senior financial analysts.
3) Automated Clearing House (ACH)/Recurring Automatic Payments	MERF's Magnolia Public Schools Financial Policies and Procedures Manual, provided to LAUSD on March 1, 2018, covers all payments types regardless of the manner of issuance. However, for the avoidance of doubt and to institute CSD 's recommendations, MERF will revise its policy to make it clear that the policy applies to ACH transactions and recurring payment processes. Such revision will presented to the MERF Board of Directors for adoption at its September 13, 2018 board meeting.	All ACH transactions are in compliance with the board approved MERF Fiscal Policies.	All ACH transactions are in compliance with the board approved MPS Fiscal Policies and Procedures Manual. All ACH payments are preapproved and reconciled with the bank statements.
Other Observations:			
1) MERF needs to improve the timeliness of its responses to the CSD	MERF responds as soon as possible to all CSD information requests. Staff adhered to the deadlines the great majority of the time and kept CSD staff informed whenever information could not be provided according to the stated deadline. Prospectively, MERF Staff will inform CSD when requested information cannot be provided by the stated deadline and the reason for such delay. In such instances, MERF staff will provide CSD with its best approximation of when the information will be provided. In all instances, MERF will use its best reasonable efforts to provide the information as quickly as possible.	Staff has been very conscientious in ensuring that responses to emails and requests from CSD staff are provided within 48 hours, if possible.	Staff ensures that responses to emails and requests from CSD staff are provided within 48 hours, if possible.
2) The CSC) recommends that MERF update its fiscal policies and procedures to require original detailed receipts for all purchases made via check disbursements or credit cards.	MERF's fiscal policies already require that detailed receipts are required for all purchases made via check disbursements or credit cards. Finance Department staff has commenced and will continue to make regular visits to all school sites to train and review fiscal processes with school staff. On an ongoing basis, MERF Finance Department staff will attend and offer trainings to principals during their monthly meetings at MERF's home office.	Finance team ensures that all reimbursement requests and purchases are supported by detailed receipts and all documentations required based on our fiscal policies.	Fiscal policy and procedure manual have been revised and approved by the Board of Directors to include mandatory submission of itemized receipts in all payments and disbursements as recommended by LAUSD CSD staff.
3) The CSD recommends that MERF present and discuss the CSD's Annual Performance-Based Oversight Reports with its governing board.	MERF staff presented CSD 's Oversight report to its Board of Directors during the May 2018 meeting. It was again discussed in more detail at the July 2018 Board of Directors meeting. The approved board minutes for the July 2018 Board of Di rectors meeting were submitted to LAUSD on August 14, 2018.	MERF staff presented CSD 's Oversight report to its Board of Directors during the May 2018 meeting. It was again discussed in more detail at the July 2018 Board of Directors meeting. The approved board minutes for the July 2018 Board of Di rectors meeting were	MERF staff will present CSD 's Oversight report to its Board of Directors during the June 13, 2019 meeting. The approved minutes of the board meeting on June 13, 2019 will be submitted to LAUSD as soon as it becomes available.

		submitted to LAUSD on August 14, 2018.	

As per the SSC's Management Letter (dated July 27, 2018)	MPS' Response	MPS' governing board approved plan of action (meeting date: December 13, 2018)	MPS' governing board approved plan of action (meeting date: June 13, 2019)
Current Recommendations			
1) Consider consolidating to one financial system.	MERF previously agreed to Implement a more integrated system structure and a PO system that interfaces with the accounting system in order to create improved overall processes and internal controls. In order to meet this commitment, as of July 1, 2018 MERF transitioned to new back office service provider Delta Managed Solutions, Inc. ("DMS"). DMS uses a financial software package called Escape/SchoolAbility ("SchoolAbility) that incorporates purchasing and accounting processes into one database. SchoolAbility covers purchasing, payables, budget, financial reporting that is SACS compliant and compatible. Significantly, SchoolAbility allows for the generation of real-time reports for budget status, purchase requests, encumbrances, payments processed and other pertinent accounting records. MERF's previous software (CoolSIS and NetSuite) and back office provider did not have the capability to generate real-time reports. MERF will amend its fiscal policy and procedures manual at its October 2018 Board of Directors meeting to reflect the change in financial software. MERF continues to use Paycom software for human resource and payroll functions. Payroll registers are uploaded to SchoolAbility on a semimonthty basis. MERF has reduced the number of software systems it uses from three to two. MERF believes that this change is consistent with the recommendation to streamline services and increase accessibility to information.	The selection of DMS was approved by MERF's Board of Directors. This recommendation has been implemented insofar as establishing a more integrated system and lessening the number of software packages used. As of July 1, 2018, MERF uses two instead of three software packages. MERF will continue to work towards consolidating Into one financial software package. Schoolability is currently the financial software being utilized for requisition, purchasing, reimbursements, accounts payable, accounts receivable, general ledger and financial reporting. Paycom is the software being used to maintain personnel records, payroll information and generates pay checks.	The implementation of Schoolability, a more integrated financial software has decreased the number of software packages used compared to FY 2016-17 and FY 2017-18. The purchasing module and GL modules are now centralized in one software package (Schoolability) MERF will continue to work towards consolidating Into one financial software package. As of to date, Schoolability is the financial software being utilized for requisition, purchasing, reimbursements, accounts payable, accounts receivable, general ledger and financial reporting. Paycom is the software being used to maintain personnel records, payroll information and generates pay checks.
2) Consider developing a more streamlined and standardized process for accounts payable.	As mentioned, MERF has hired a new service provider, DMS. DMS uses SchoolAbility which Incorporates all financial processes (including but not limited to purchasing, A/P, bank reconciliation, and state and federal reporting) into one database. MERF's Finance Department has centralized its accounts payable processing to have all invoices go to MERF's head office in order to provide more visibility of MERF's different vendors, their terms and conditions and to more closely monitor aging of payables. In addition, all approval processes are integrated into the SchoolAbility software (including home office executive team and school site principals' routing and approval, as required per MERF fiscal policy handbook) thereby creating an appropriate audit trail. The approval process is enhanced because Finance Department staff review all purchase requisitions, payment requests and employee reimbursements.	The selection of DMS and the use of SchoolAbility was approved by MERF ¹s Board of Directors. The new financial system is more streamlined and standardized in processing purchase requests, payables, reimbursements and budgets.	The selection of DMS and the use of SchoolAbility streamlined and standardized the processing of all purchase requests, payables, reimbursements and budgets monitoring on a real time basis.

3) Consider reviewing cash receipts for timely deposits.	MERF Finance Department staff will continue to support school staff in making timely cash and check deposits. Finance Department staff will continue to make regular visits to all school sites to train and review fiscal processes with school staff. For example, from July 30, 2018 to August 2, 2018, Finance Department staff attended and participated In beginning of school year professional development training for office managers and principals, On an ongoing basis, MERF Finance Department staff will attend and offer trainings to principals during their monthly meetings at home office. MERF Finance Department staff will continue to monitor the timeliness of cash and check deposits. Where noncompliance is found, MERF Finance Department staff will work with the noncompliant school or staff to address and remedy any issues that contribute to noncompliance.	Continues trainings and communication with site staff is ongoing. CFO meets with all principals every month during the principals' meeting to address current issues and provide additional training. In addition, Senior Financial Analyst conducts site visits at least once a month to all school sites.	Continued trainings and communication with site staff are ongoing. CFO meets with all principals every month during the principals' meeting to address current issues and provide additional training. In addition, Senior Financial Analyst conducts site visits at least once a month to all school sites.
4) Consider reviewing cash deposits for appropriate coding.	Effective July 1, 2018 all transactions will be in compliance with SACS coding. Unlike its previous software, SchoolAbility is SACS compliant. MERF Finance Department staff will review all coding and GL postings before submission of interim reports and unaudited actual thereby insuring that all transactions are codified to the correct account.	Schoolability is a SACS compliant financial software. All transactions are coded based on CDE's SACS. Each entry is reviewed and approved by MPS Senior Financial Analyst and CFO before posting.	Schoolability is a SACS compliant financial software. All transactions are coded based on CDE's SACS. Each entry is reviewed and approved by MPS Senior Financial Analyst and CFO before posting.

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MICHELLE KING, Ed.D.
Superintendent of Schools

FRANCES GIPSON, Ph.D.
Chief Academic Officer
Division of Instruction

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

January 9, 2018

Dr. Caprice Young, Lead Petitioner   **Sent By Email and U.S. Mail**
Magnolia Science Academy 4
11330 W Graham Place
Los Angeles, CA 90064

Dear Dr. Caprice Young:

Congratulations! On November 7, 2017, the Los Angeles Unified School District (LAUSD) Board of Education voted to renew with benchmarks the Magnolia Science Academy 4 charter for 5 years, beginning July 1, 2018, until June 30, 2023, to serve 240 students in grades 6-12 in year 1 and up to 360 students in grades 6-12 by the end of the charter term.

We, the LAUSD Charter Schools Division, look forward to continuing to work with you throughout the term of the charter. As your assigned administrator from our office, I will continue to keep in close contact with you in order to perform our state-mandated oversight duties. If this assignment should change, we will notify you of the change and provide contact information for your new administrator.

Please keep in mind, Magnolia Science Academy 4 must meet the following academic and fiscal benchmarks during the 2018-2023 charter term as described below:

ACADEMIC BENCHMARKS
The school shall provide an update to the Charter Schools Division no later than December 15th of each year of the charter term (after CAASPP (SBAC) scores have been released by the CDE).

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in ELA as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the "Green" performance level or higher.

2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in Math as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the "Green" performance level or higher.

FISCAL BENCHMARK

1. The school shall provide the Charter Schools Division (CSD) the complete, executed service contract signed between Magnolia Educational & Research Foundation (MERF) and School Services of California's (SSCal), as approved by MERF's governing board on May 20, 2017, no later than November 30, 2017. This contract shall reflect SSCal's scope of work for the six-month period spanning from January 2017 through June 2017.

2. MERF shall continue to apprise the CSD of SSCal's findings and recommendations pertaining to its reviews of Magnolia schools' May and June 2017 transactions. MERF will provide the CSD with SSCal's review status in writing on a monthly basis, beginning December 1, 2017, until SSCal completes its six-month reviews.

3. MERF will provide the CSD with SSCal's management letters and MERF's action items in response to SSCal's findings, if any, within 30 days from the date of the management letter issued by SSCal. SSCal's final management letter, along with MERF's response and action items, shall be provided to the Charter Schools Division no later than December 1, 2018.

4. Upon the CSD's review of SSCal's first six (6) months of oversight when completed, the District will determine if it is necessary to extend SSCal's oversight period, pursuant to the February 8, 2017 letter issued by LAUSD legal counsel to MERF, which states, "MERF must remain subject to fiscal oversight by FCMAT or an equivalent entity for six (6) consecutive months in 2017, to commence as soon as possible, with an option, at the District's request and sole discretion, to extend the oversight depending on the results of the first six (6) months of oversight." MERF may *not* terminate or cease SSCal's work without the CSD's or District's prior consent in writing.

5. MERF will continue to take steps to remediate its fiscal practices and demonstrate improvement in its fiscal management and operations, based on the recommendations made by the Fiscal Crisis & Management Assistance Team and SSCal, through the end of the term of MSA 4's charter or by the end of fiscal year 2022-2023.

6. MERF must provide an annual update to the Charter Schools Division starting by December 15 of each year through the end of the term of MSA 4's charter or by the end of fiscal year 2022-2023, as to its progress in improving the school's fiscal management and operations as mentioned in the fiscal benchmark 5 above.

Please communicate with us by February 6, 2018 the name of the person who will be responsible for monitoring and following up on the benchmarks during the term of the charter.

3 | P a g e

Again, we congratulate your accomplishment and offer our best wishes as you continue to serve the students at your school and move forward the work of providing an excellent educational opportunity for all students.

Sincerely,

Yolanda Jordan

Yolanda Jordan
Specialist

Attachment: Stamped Board of Education Order of Business

c: Dr. Robert Perry, Administrative Coordinator
    James Robinson, Fiscal Administrator
    René Cardona, Senior Coordinator
    Lillian Lee, Fiscal Oversight Administrator
    Lourdes Echevarria, Fiscal Services Manager
    Saken Sherkhanov, Ph.D., Magnolia Public Schools Board President

Cover Sheet

Academic Update

Section: IV. Information/Discussion Items
Item: B. Academic Update
Purpose: Discuss
Submitted by:
Related Material: IV_B_2019_Academic_Updates.pdf

Board Agenda Item #	Item IV B
Date:	Thursday, June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Academic Department Updates

Proposed Board Recommendation
None

Background
MPS Academics departments will update board members on programs, activities and events.
Updates will include Progress towards goals, Preliminary CAASPP State testing results, program data, Multi-tiered System of Support (MTSS) Implementation, school visits and support, Authorizer Visit Reports, STEAM EXPOs Summer schools, MPS MTSS implementation, 2019 college data, graduations, wrap ups, summer trainings and next year's plans and end of year summary of activities from the Academic Team members.

Budget Implication Not Applicable

Funding Source Not Applicable

How Does This Action Relate/Affect/Benefit All MSAs? Not Applicable

Name of Staff Originator:
Erdinc Acar, Chief Academic Officer

Attachments (1)
Power Point Presentation

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

MAGNOLIA
PUBLIC SCHOOLS

ACADEMIC UPDATES

June 13, 2019

REGULAR BOARD MEETING

Erdinc Acar, Chief Academic Officer

1

2018-2019 SCHOOL YEAR ACADEMIC GOALS AND PROGRESS

2018-2019 GOALS

1 **100% Four-Year cohort graduation rate** and **100% UC/CSU A-G course completion rate** across all MPS.

2 All student groups across MPS will show growth on the CAASPP-ELA/Literacy and Mathematics assessments by a **3-point or more increase from the prior year.**

3 **50%** or more of all MPS students will be proficient on the CAASPP-ELA/Literacy assessments and **35%** or more will be proficient on the CAASPP-Mathematics assessments, with the ultimate goal of **100% proficiency for all.**

4 **60%** or more of all MPS students will meet their growth targets on the MAP-Reading and Mathematics assessments, with the **ultimate goal of 100%.**

5 **All students across MPS will meet their expected growth targets** in Reading as measured by the Lexile metrics.

6 All MPS sites will organize a STEAM Festival/EXPO, with **100%** of MPS students creating and demonstrating a STEAM focused project, experiment, model or demo.

7 **Average Daily Attendance (ADA) rate of 97%** or more across all MPS, with the ultimate goal of **100% ADA Rate.**

8 MPS will develop, align, and improve academic and behavioral resources, programs, supports, and services in addressing the needs of the whole child by utilizing a coherent **MTSS framework that engages all systems leading to improved student outcomes.**

9 **25%** or more of all MPS students will be **home-visited** by the teachers and staff across all MPS.

10 School experience **survey participation and satisfaction rates of 85%** or more for students, parents, teachers, and staff across all MPS, with the ultimate goal of **100% participation and satisfaction rates.**

3

1 *100% Four-Year cohort graduation rate* and *100% UC/CSU A-G course completion rate* across all MPS.

	COHORT GRADUATION DATA								A-G COURSE COMPLETION			
	Four-Year Cohort Graduation Rate (Baseline Data from DataQuest; Progress Data from College Counselors)				One-Year Cohort Graduation Rate (Baseline Data and Progress Data from College Counselors)				A-G Completion Rate (Baseline Data from DataQuest; Progress Data from College Counselors)			
	2017-18 Baseline	2018-19 Target	2018-19 Progress (Updated on 6/4/19)	On Target?	2017-18 Baseline	2018-19 Target	2018-19 Progress (Updated on 6/4/19)	On Target?	2017-18 Baseline	2018-19 Target	2018-19 Progress (Updated on 10/12/18)	On Target?
MSA-1	100.0%	100.0%	100.0%	Y	98.4%	100.0%	100.0%	Y	85.0%	100.0%	92.8%	Y
MSA-2	89.2%	100.0%	100.0%	Y	97.2%	100.0%	100.0%	Y	86.5%	100.0%	92.7%	Y
MSA-3	95.5%	100.0%	100.0%	Y	100.0%	100.0%	100.0%	Y	77.3%	100.0%	77.1%	N
MSA-4	95.8%	100.0%	100.0%	Y	100.0%	100.0%	100.0%	Y	95.8%	100.0%	87.5%	N
MSA-SA	92.3%	100.0%	100.0%	Y	92.9%	100.0%	100.0%	Y	84.6%	100.0%	85.7%	P
MPS	95.5%	100%	100.0%	Y	98.3%	100%	100.0%	Y	84.8%	100%	87.6%	Y

4

May 1 and 2 was College Signing Days
Preparing a detailed report to be submitted to the
June Board meeting

COLLEGE ADMISSIONS

College	Applied	Accepted	Attending	Denied	Waitlist	Deferred	Withdrawn
Arizona State University	4	4	1	0	0	0	0
The University of Arizona	2	2	0	0	0	0	0
Art Institute	1	0	0	1	0	0	0
California State Polytechnic University - Pomona	30	14	1	14	3	0	0
California Polytechnic State University, San Luis Obispo	11	3	0	9	1	0	0
California State University Maritime Academy	2	0	0	2	0	0	0
California State University, Bakersfield	3	5	0	0	0	0	0
California State University, Channel Islands	11	11	0	1	0	0	0
California State University, Chico	5	4	0	1	0	0	0
California State University, Dominguez Hills	32	26	0	1	1	0	0
California State University, East Bay	3	3	1	0	0	0	0
California State University, Fresno	3	0	0	0	1	0	0
California State University, Fullerton	38	17	2	9	5	0	0
California State University, Long Beach	58	16	0	40	7	0	0
California State University, Los Angeles	41	11	0	23	1	0	0
California State University, Monterey Bay	3	1	0	1	0	0	0
California State University, Northridge	66	67	33	7	0	0	0
California State University, Sacramento	2	2	0	0	0	0	0
California State University, San Bernardino	3	2	0	0	0	0	0
California State University, Stanislaus	2	2	0	0	0	0	0
University of California, Berkeley	17	4	2	14	2	0	0
University of California, Davis	20	12	3	9	5	0	0
University of California, Irvine	49	14	6	33	4	0	0
University of California, Los Angeles	47	4	2	47	3	0	0
University of California, Merced	16	14	1	6	0	0	0
University of California, Riverside	29	21	1	12	1	0	0
University of California, San Diego	28	7	0	21	4	0	0
University of California, Santa Barbara	30	3	0	24	3	1	0
University of California, Santa Cruz	15	6	0	8	1	0	0
Humboldt State University	2	2	0	0	0	0	0
University of Illinois at Urbana-Champaign	1	1	1	0	0	0	0
Pierce College	17	15	17	0	0	0	0
Pierce College	30	28	28	0	0	0	0
Rutgers University-New Brunswick	1	1	0	0	0	0	0
San Diego State University	11	2	0	9	0	0	0
San Francisco State University	8	8	0	0	0	0	0
San Jose State University	8	3	0	4	0	0	0
University of Southern California	2	2	1	7	0	0	0
University of Washington	2	1	0	1	0	0	0
Total	**653**	**338**	**100**	**304**	**42**	**1**	**0**

6

2 All student groups across MPS will show growth on the CAASPP-ELA/Literacy and Mathematics assessments by a 3-point or more increase from the prior year.

CAASPP SBAC STATE ASSESSMENTS — STUDENT GROUP PERFORMANCE IN ELA & MATH

Data not available as of now

7

ELA

	# score posted	Total # to be tested	% score posted	2019 % met & exceeded	Change from 2018	2018 Score	2017 Score
MSA1	362	365	99%	45.35%	-2.97%	48.32%	47.54%
MSA2	287	287	100%	41.24%	6.92%	34.32%	33.01%
MSA3	326	328	99%	35.53%	-6.05%	41.58%	40.13%
MSA4	59	59	100%	27.20%	-5.43%	32.63%	31.11%
MSA5	181	181	100%	46.53%	0.90%	45.63%	33.33%
MSA6	160	160	100%	45.26%	-2.79%	48.05%	42.77%
MSA7	111	113	98%	45.05%	-5.28%	50.33%	47.56%
MSA8	460	463	99%	42.54%	5.22%	37.32%	44.96%
MSA SD	390	397	98%	68.74%	7.66%	61.08%	68.61%
MSA SA	375	379	99%	34.23%	-7.55%	41.78%	47.14%
MPS Total	2711	2732	99%	44.75%	0.41%	44.34%	46.03%

3 *50% or more of all MPS students will be proficient on the CAASPP-ELA/Literacy assessments and 35% or more will be proficient on the CAASPP-Mathematics assessments, with the ultimate goal of 100% proficiency for all.*

8

Math

	# score posted	Total # to be tested	% score posted	2019 % met & exceeded	Change from 2018	2018 Score	2017 Score
MSA1	362	365	99%	30.08%	-4.98%	35.06%	29.61%
MSA2	287	287	100%	27.99%	2.41%	25.58%	23.87%
MSA3	328	328	100%	17.42%	-3.63%	21.05%	22.18%
MSA4	59	59	100%	8.46%	0.04%	8.42%	17.20%
MSA5	181	181	100%	38.47%	4.31%	34.16%	15.60%
MSA6	159	160	99%	38.70%	0.14%	38.56%	25.29%
MSA7	113	113	100%	31.43%	-1.90%	33.33%	39.03%
MSA8	460	463	99%	23.72%	0.83%	22.89%	22.38%
MSA SD	391	397	98%	60.76%	9.21%	51.55%	59.47%
MSA SA	375	379	99%	28.52%	2.12%	26.40%	32.50%
MPS Total	2715	2732	99%	32.11%	1.61%	30.50%	30.76%

3 *50% or more of all MPS students will be proficient on the CAASPP-ELA/Literacy assessments and 35% or more will be proficient on the CAASPP-Mathematics assessments, with the ultimate goal of 100% proficiency for all.*

9

NWEA MAP GROWTH DATA FALL — SPRING

4 60% or more of all MPS students will meet their growth targets on the MAP-Reading and Mathematics assessments, with the *ultimate goal of 100%.*

READING

		Comparison Periods: Fall 2018 to Spring 2019				
	Target	Count with Projection	Count Met Projection	Percent Met Projection	Distance from Target	**On Target?**
MSA-1	**45.0%**	371	201	54.2%	9.2%	Y
MSA-2	**55.0%**	315	183	58.1%	3.1%	Y
MSA-3	**60.0%**	328	166	50.6%	-9.4%	P
MSA-4	**60.0%**	83	43	51.8%	-8.2%	P
MSA-5	**60.0%**	210	136	64.8%	4.8%	Y
MSA-6	**44.0%**	143	85	59.4%	15.4%	Y
MSA-7	**60.0%**	158	77	48.7%	-11.3%	P
MSA-8	**55.0%**	400	247	61.8%	6.8%	Y
MSA-SD	**60.0%**	344	205	59.6%	-0.4%	Y
MSA-SA	**55.0%**	401	202	50.4%	-4.6%	Y
MPS	**60.0%**	**2,753**	**1,545**	**56.1%**	**-3.9%**	Y

MATH

		Comparison Periods: Fall 2018 to Spring 2019				
	Target	Count with Projection	Count Met Projection	Percent Met Projection	Distance from Target	**On Target?**
MSA-1	**45.0%**	256	154	60.2%	15.2%	Y
MSA-2	**55.0%**	326	200	61.3%	6.3%	Y
MSA-3	**60.0%**	334	193	57.8%	-2.2%	Y
MSA-4	**60.0%**	89	57	64.0%	4.0%	Y
MSA-5	**60.0%**	209	154	73.7%	13.7%	Y
MSA-6	**44.0%**	141	71	50.4%	6.4%	Y
MSA-7	**60.0%**	156	52	33.3%	-26.7%	N
MSA-8	**55.0%**	421	253	60.1%	5.1%	Y
MSA-SD	**60.0%**	353	232	65.7%	5.7%	Y
MSA-SA	**55.0%**	413	165	40.0%	-15.0%	N
MPS	**60.0%**	**2,698**	**1,531**	**56.7%**	**-3.3%**	Y

10

5 All students across MPS will meet their *expected growth targets* in Reading as measured by the Lexile metrics.

MY ON READING DATA 1/2

Reporting Period: 8.13.18-5.6.19	10.03.18 MSA-1	5.6.19 MSA-1	10.03.18 MSA-2	5.6.19 MSA-2	10.03.18 MSA-3	5.6.19 MSA-3	10.03.18 MSA-4	5.6.19 MSA-4
Number of Students	461	464	267	267	556	505	176	181
Days with Reading	1100%	12%	2100%	22%	400%	5%	3%	5%
Books Read	2,872	14,444	2,936	15,098	1,506	8,962	447	2,223
AVG Number of Books Read per Student	6		11		3		3	
Pages Read	78,443	391K	69,176	413K	27,611	192K	9,092	64,658
AVG Pages per week	19	22	35	41	7	10	7	9
Minutes Read	40.6K	227K	35.4K	203K	14.7K	97.7K	3,800	41.5K
AVG Minutes per week	12	13	18	20	4	5	3	6
AVG % Time Spent Reading Non-Fiction	46%	53%	48%	47%	44%	50%	75%	64%
Minutes Read Without Audio	12.2K	68.0K	10K	97	3,113	24	593	16
AVG % Time Spent W/out Audio	36%	32%	27%	42%	19%	19%	27%	40%
Books in Projects Read	0	687	0	0	0	487	0	0
Minutes Read in Projects	0	9,362	0	0	0	6,350	0	0
AVG Time Spent Reading in Projects	0	7	0	0	0	14	0	0
AVG Lexile	740L	720	645L	669	666L	703	626L	677
AVG Lexile Taken	0	3	0.8	3	0.3	1.5	0.1	1.1
AVG Starting Lexile Score in period	733L	733	709L	709	701L	701	652L	649
AVG First Lexile Score in Period	761L	697	605L	645	587L	652	633L	660
AVG Ending Lexile Score in Period	740L	720	645L	669	666L	703	626L	677
AVG Lexile Growth	**+16.4L**	**+42.4L**	**+15.8L**	**+40.8L**	**+6.1L**	**+51.5L**	**+5.9L**	**+53.6L**
Most Popular Book #1	The Grin in the Dark -700L	A journey to Adaptation with Max Axiom, Super Scientist	The Grin in the Dark -700L	Paintball Punk	Hamlet - 370L	Paintball Punk	King of Pop: The Story of Michael Jackson -590L	Haunted Hotels around the world
Most Popular Book #2	King of Pop: The Story of Michael Jackson -590L	A crash course in Forces and Motion with Max Axiom, Super Scientist	Phantom of the Library - 620 L	Pandarella	Romeo and Juliet -450L	Frankenstein	Megalodon - 310 L	Baseball's Record breakers
Most Popular Book #3	Paintball Punk -310L	The world's most amazing bridges	Jellaby: Monster in the City- 240L	Point-blank Paintball	King of Pop: The Story of Michael Jackson -590L	Frankenstein	Haunted Houses: The Unsolved Mystery - 650 L	Baseball stats and the stories behind theM: what every fan needs to know
Minutes Read: Weekends	259	2928	330	2557	136	1165	92	178
Out-Of-School Reading Student Average	1%	3	1%	2	4%	3	5%	7

5 *All students across MPS will meet their expected growth targets* in Reading as measured by the Lexile metrics.

MY ON READING DATA 2/2

Reporting Period: 8.13.18-5.6.19	10.03.18 MSA-5	5.6.19 MSA-5	10.03.18 MSA-6	5.6.19 MSA-6	10.03.18 MSA-8	5.6.19 MSA-8	10.03.18 MSA-SA	5.6.19 MSA-SA	10.03.18 All Grades	5.6.19 All Grades
Number of Students	247	242	153	163	472	462	618	640	5,234	
Days with Reading	1100%	21%	29%	25%	2200%	21%	18%	20%	500%	
Books Read	1,681	13,559	3,267	12,128	5,181	23,497	9,023	45,041	116,824	134K
AVG Number of Books Read per Student	7		21		11		15		22	
Pages Read	33,670	339K	82,812	361K	122,000	629K	182,000	1088K	669,462	
AVG Pages per week	18	37	73	58	35	36	39	45	3,216	
Minutes Read	18.6K	192K	48.6K	215K	71.5K	369K	100K	618K	350K	1965K
AVG Minutes per week	10	21	43	35	20	21	22	25	1,845	
AVG % Time Spent Reading Non-Fiction	55%	52%	45%	50%	57%	56%	50%	48%	43%	49%
Minutes Read Without Audio	4,325	48	8,055	43	17.1K	117	21	203K	76.1K	616
AVG % Time Spent W/out Audio	21%	25%	19%	21%	21%	28%	22%	36%	25%	3100%
Books in Projects Read	4	781	0	200	0	256	379	1,132	383	3,543
Minutes Read in Projects	7	11	0	1,608	0	5,534	5,348	16	5,355	51
AVG Time Spent Reading in Projects	0	6	0	1	0	2	2%	1%	1	2
AVG Lexile	674L	721	672L	790	779L	885	541L	591	524L	720
AVG Lexile Taken	0.6	4.1	0.8	8.5	0.8	7.1	1	6	146	1,562
AVG Starting Lexile Score in period	680L	681	714L	714	846L	848	520L	520	515L	694
AVG First Lexile Score in Period	679L	680	664L	684	744L	780	529L	523	511L	665
AVG Ending Lexile Score in Period	674L	721	672L	790	779L	885	541L	591	524L	720
AVG Lexile Growth	+27.6L	+86.8L	+9.3L	+144.0L	+6.3L	+126.8L	+47.5L	+119.0L	+9.7L	+25.3L
Most Popular Book #1	Cristiano Ronaldo -580 L	New York	Manners Matter in the Classroom -420L	The Grin in the Dark	The Grin in the Dark -700L	Circles Everywhere	The Boston Tea Party - 600L	Haunted Objects from Around the World	The Grin in the Dark -700L	
Most Popular Book #2	The Tell-Tale Heart -320L	Creepy Urban Legends	The Grin in the Dark -700L	Haunted Objects from Around the World	King of Pop: The Story of Michael Jackson -590L	The Grin in the Dark	Heroes of the American Revolution - 790L	Super Scary Stories	King of Pop: The Story of Michael Jackson -590L	
Most Popular Book #3	The Murders in the Rue Morgue-510L	Haunting Urban Legends	Haunted Objects From Around the World-710L	King of Pop: The Story of Michael Jackson	Creepy Urban Legends-640L	Paintball Punk	True Stories of the Revolutionary Way-710L	Paintball Punk		
Minutes Read: Weekends	0	893	61	610	371	1318	534	6524	809	16.8K
Out-Of-School Reading Student Average	0%	1	0%	1	2%	1	6%	7	121%	4

12

MPS STEAM EXPOS

SCHOOL-WIDE STEAM EXPOs

- Feb 4-8, 2019 - Magnolia Science Academy -1
- March 22, 2019 - Magnolia Science Academy -2
- March 14, 2019 - Magnolia Science Academy -3
- February 1 2019 - Magnolia Science Academy -4
- March 14, 2019 - Magnolia Science Academy -5
- March 23, 2019 - Magnolia Science Academy -6
- March 21, 2019 - Magnolia Science Academy -7
- March 12, 2019 - Magnolia Science Academy -8
- March 1, 2019 - Magnolia Science Academy -Santa Ana
- May 11, 2019 - Magnolia Science Academy -San Diego

6 MSA-2 Valley will organize a STEAM Festival/EXPO, with *100%* of students creating and demonstrating a STEAM focused project, experiment, model or demo.

AVERAGE DAILY ATTENDANCE

7 *Average Daily Attendance (ADA) rate of 97% or more, with the ultimate goal of 100% ADA Rate.*

	ADA RATE						CHRONIC ABSENTEEISM RATE						
	Based on 2017-18 P-2	From 2018-19 School Goals	Attendance Periods: 8/14/18 to Month 9,10 or 11 (see notes)				Internal data	From LCAP	Attendance Periods: 8/14/18 to 6/4/19				
	2017-18 Baseline	**2018-19 Target**	2018-19 Progress (Updt. on 6/3/19)	Distance from Target	On Target?		2017-18 Baseline	**2018-19 Target**	2018-19 Cumulative Enrollment	2018-19 Chronic Absenteeism Count	2018-19 Progress (Updt. on 6/4/19)	Distance from Target	On Target?
MSA-1	96.80%	**97.0%**	96.35%	-0.6%	Y		6.0%	**7.0%**	587	70	11.93%	4.9%	N
MSA-2	95.51%	**97.0%**	96.07%	-0.9%	Y		12.1%	**7.0%**	418	31	7.42%	0.4%	P
MSA-3	96.67%	**97.0%**	96.04%	-1.0%	P		6.8%	**9.0%**	491	36	7.33%	-1.7%	Y
MSA-4	94.05%	**96.0%**	93.39%	-2.6%	N		18.0%	**19.0%**	166	32	19.28%	0.3%	P
MSA-5	94.39%	**95.0%**	95.07%	0.1%	Y		16.6%	**12.0%**	241	27	11.20%	-0.8%	N
MSA-6	97.71%	**98.0%**	94.95%	-3.1%	N		1.2%	**3.0%**	160	22	13.75%	10.8%	N
MSA-7	95.17%	**97.0%**	95.27%	-1.7%	Y		13.3%	**10.0%**	286	34	11.89%	1.9%	N
MSA-8	97.22%	**97.0%**	96.63%	-0.4%	Y		3.2%	**3.5%**	462	19	4.11%	0.6%	N
MSA-SD	95.82%	**97.0%**	95.99%	-1.0%	Y		9.8%	**7.0%**	397	30	7.56%	0.6%	P
MSA-SA	95.94%	**97.0%**	95.54%	-1.5%	Y		7.8%	**7.0%**	656	71	10.82%	3.8%	N
MPS	**95.93%**	**97.0%**	**95.53%**	**-1.5%**	P		**8.7%**	**8.0%**	**3,864**	**372**	**9.63%**	**1.6%**	N

LAUSD Average 94 % - State Average 95.2%   LAUSD Average 11.9 % - State Average 9%

14

#CAMTSS
ALL MEANS ALL

MULTI-TIERED SYSTEM OF SUPPORT

MPS will develop, align, and improve academic and behavioral resources, programs, supports, and services in addressing the needs of the whole child by utilizing a coherent *MTSS framework that engages all systems leading to improved student outcomes.*

8

Multi-Tiered System of Support

Inclusive Academic Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All

Administrative Leadership

Strong & Engaged Site Leadership
- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System
- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations

Integrated Educational Framework

Fully Integrated Organizational Structure
- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture
- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices

Family & Community Engagement

Trusting Family Partnerships
- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships
- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve

Inclusive Policy Structure & Practice

Strong LEA / School Relationship
- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework
- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

Adapted with permission from: SWIFT Education Center. (2016). *Domains and Features Placemat.* Lawrence, KS. swiftschools.org

LEA Self-Assessment

CCSESA
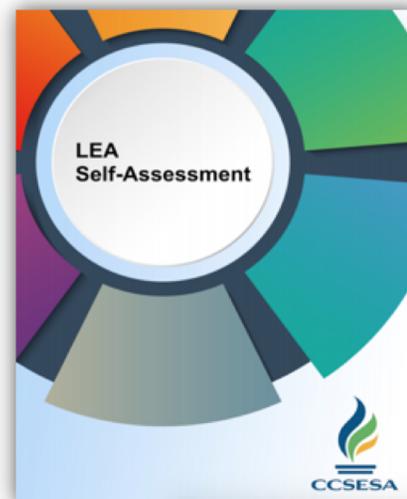
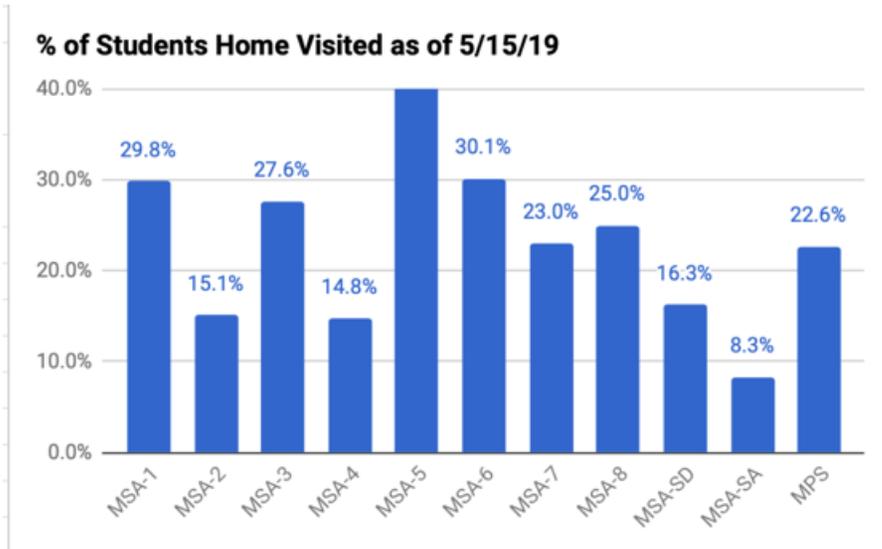Summer Institute Trainings 1,2,3,4

Home office finished

All schools finished

SWIFT education center

SCHOOLWIDE INTEGRATED FRAMEWORK FOR TRANSFORMATION

FIDELITY INTEGRITY ASSESSMENT

VER **15** 2.0

swiftschools.org

9 *25% or more of all students will be home-visited* **by the teachers and staff.**

% of Students Home Visited as of 5/15/19

HOME VISIT RATE								
	Internal data (from LCAP update)	From School Goals	From 8/14/18 to 5/15/19					
	2017-18 Baseline	2018-19 Target	2018-19 Census Day Enrollment	2018-19 # of Home Visits Made	2018-19 Students Home Visited	2018-19 Progress (Updt. on 5/15/19)	Distance from Target	On Target?
MSA-1	41.0%	25.0%	590	174	176	29.8%	4.8%	Y
MSA-2	17.0%	25.0%	421	98	112	26.6%	1.6%	Y
MSA-3	20.0%	25.0%	511	141	160	31.3%	6.3%	Y
MSA-4	1.0%	10.0%	176	24	26	14.8%	4.8%	Y
MSA-5	35.0%	35.0%	247	116	134	54.3%	19.3%	Y
MSA-6	25.0%	25.0%	156	43	47	30.1%	5.1%	Y
MSA-7	23.0%	30.0%	291	58	67	23.0%	-7.0%	Y
MSA-8	25.0%	25.0%	472	118	118	25.0%	0.0%	Y
MSA-SD	16.0%	15.0%	406	64	66	16.3%	1.3%	Y
MSA-SA	15.0%	25.0%	675	47	56	8.3%	-16.7%	P
MPS	**22.3%**	**25.0%**	**3,945**	**883**	**962**	**24.4%**	**-0.6%**	**Y**

16

10 School experience survey *participation and satisfaction rates of 75% or more for students, parents, teachers, and staff, with the ultimate goal of 100% participation and satisfaction rates.*

Student Survey
What feedback did students have for their school?

ELEMENTARY STUDENT SURVEY

Elementary Student Survey

282 responses | show breakdown

Save as PDF

Topic	⇕ Percent Favorable ❓	Compared to others in the CORE Districts dataset ❓	Change since Spring 2018 ❓
OVERALL SCHOOL EXPERIENCE	84%		▲ 1
Climate of Support for Academic Learning	76%	🔴 ⚪ ⚪ ⚪ ⚪ 0th–19th percentile	▼ 6
Knowledge and Fairness of Discipline, Rules and Norms	72%	🔴 ⚪ ⚪ ⚪ ⚪ 0th–19th percentile	▼ 3
Sense of Belonging (School Connectedness)	69%	🔴 ⚪ ⚪ ⚪ ⚪ 0th–19th percentile	▼ 4
Safety	61%	⚪ ⚪ 🟢 ⚪ ⚪ 40th–59th percentile	▲ 2 Greatest increase
Overall Score	69%		

Explore ›

17

SECONDARY STUDENT SURVEY

Secondary Student Survey
3,154 responses | show breakdown

📄 Save as PDF

Topic	⇕ Percent Favorable ❓	Compared to others in the CORE Districts dataset ❓	Change since Spring 2018 ❓
OVERALL SCHOOL EXPERIENCE	73%		▲ 1
Climate of Support for Academic Learning	70%	●●●●● 20th–39th percentile	0
Safety	64%	●●●●● 20th–39th percentile	▲ 4 Greatest increase
Knowledge and Fairness of Discipline, Rules and Norms	59%	●●●●● 20th–39th percentile	▼ 2
Sense of Belonging (School Connectedness)	55%	●●●●● 20th–39th percentile	0 Explore ›
Overall Score	63%		

18

Staff Survey

What feedback did teachers & staff have for their school?

STAFF SURVEY

Staff Survey

313 responses | show breakdown

Save as PDF

Topic	⬍ Percent Favorable ❓	Compared to others in the CORE Districts dataset ❓	Change since Spring 2018 ❓	
Climate of Support for Academic Learning	**92%**	🟢 40th-59th percentile	▼ 1	❯
OVERALL SCHOOL EXPERIENCE	**85%**		▲ 4	❯
Knowledge and Fairness of Discipline, Rules and Norms	**78%**	🔴 20th-39th percentile	▼ 1	❯
Sense of Belonging (School Connectedness)	**78%**	🟢 40th-59th percentile	0	❯
Safety	**69%**	🔴 20th-39th percentile	▲ 4	❯
Overall Score	**80%**			

19

Family Survey

What feedback did family members have for their school?

PARENT SURVEY

Family Survey

**2,611** responses | show breakdown

📄 Save as PDF

Topic	⇕ Percent Favorable ❓	Compared to others in the CORE Districts dataset ❓	Change since Spring 2018 ❓
Climate of Support for Academic Learning	**95**%	⚪⚪⚪🟢⚪ 60th–79th percentile	▼ 1
Sense of Belonging (School Connectedness)	**95**%	⚪⚪⚪🟢⚪ 60th–79th percentile	▲ 2
OVERALL SCHOOL EXPERIENCE	**94**%		▲ 1
Knowledge and Fairness of Discipline, Rules and Norms	**93**%	⚪⚪🟢⚪⚪ 40th–59th percentile	▲ 1
Safety	**93**%	⚪⚪⚪🟢⚪ 60th–79th percentile	▲ 2
Overall Score	**94**%		

20

ALL SCHOOLS GOALS PROGRESS REPORT

2018-19 - Goal Progress Report — Updated on 6/4/19

	Pts	Max	%	Goal 1 Graduation, A-G		Goal 2 Dshbrd Std Grps Grwth		Goal 3 SBAC Proficiency		Goal 4 MAP Growth		Goal 5 Lexile		Goal 6 STEAM		Goal 7 ADA		Goal 8 MTSS		Goal 9 Home Visits		Goal 10 Survey Satisfaction	
				Upd 6/4/19	Pts	Upd 6/5/19	Pts	Upd 6/5/19	Pts	Upd 6/5/19	Pts	Upd 6/4/19	Pts	Upd 6/6/19	Pts	Upd 6/4/19	Pts	Upd 6/6/19	Pts	Upd 6/4/19	Pts	Upd 6/4/19	Pts
MSA-1	16	20	80%	Y	2	P	1	P	1	Y	2	P	1	Y	2	Y	2	P	1	Y	2	Y	2
MSA-2	19	20	95%	Y	2	Y	2	Y	2	Y	2	P	1	Y	2	Y	2	Y	2	Y	2	Y	2
MSA-3	13	20	65%	P	1	Y	2	N	0	P	1	P	1	Y	2	P	1	P	1	Y	2	Y	2
MSA-4	11	20	55%	P	1	Y	2	N	0	P	1	P	1	Y	2	N	0	P	1	Y	2	P	1
MSA-5	19	20	95%	Y	2	Y	2	Y	2	Y	2	Y	2	Y	2	Y	2	P	1	Y	2	Y	2
MSA-6	15	20	75%	Y	2	Y	2	N	0	Y	2	Y	2	Y	2	N	0	P	1	Y	2	Y	2
MSA-7	13	20	65%	Y	2	P	1	N	0	N	0	P	1	Y	2	Y	2	P	1	Y	2	Y	2
MSA-Bell	19	20	95%	Y	2	Y	2	Y	2	Y	2	Y	2	Y	2	Y	2	P	1	Y	2	Y	2
MSA-SD	18	20	90%	Y	2	Y	2	Y	2	Y	2	P	1	Y	2	Y	2	Y	2	Y	2	P	1
MSA-SA	15	20	75%	Y	2	P	1	P	1	P	1	Y	2	Y	2	Y	2	P	1	P	1	Y	2
MPS	17	20	85%	Y	2	Y	2	Y	2	Y	2	P	1	Y	2	P	1	P	1	Y	2	Y	2

22 EVENTS AND UPDATES
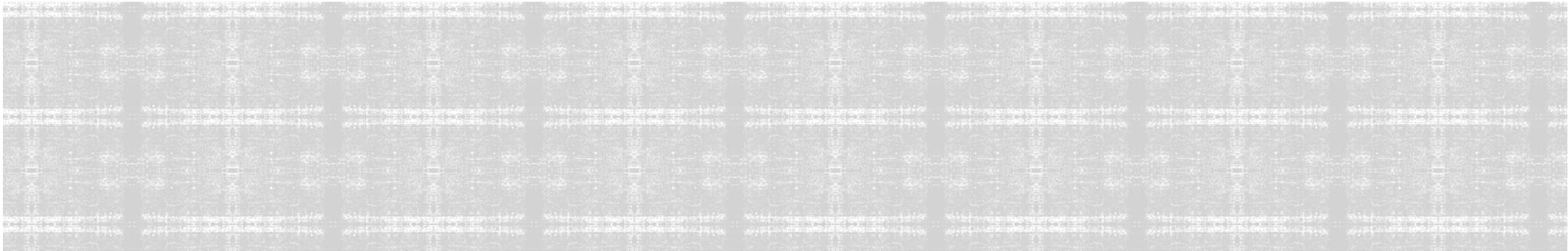
MPS GRADUATION CEREMONIES

	A	B	C	D	E	F
	School Site	Graduation Type	# of Graduates	Graduation Date	Time	Location of Ceremony
		HS	69	6/6/2019	5:00 PM	SCUN
	MSA-1	MS	84	6/6/2019	1:30 PM	SCUN
	MSA-2	MS	77	6/7/19	Afternoon	CSUN
		HS	41	6/7/19	Afternoon	CSUN
	MSA-3	MS	103	6/7/19	11:00am-1:00pm	Carson Community Center
		HS	47	6/7/19	2:00pm-4:00pm	Carson Community Center
	MSA-4	MS	19	06/07/19	6:00 PM	Webster's Auditorium
		HS	41	06/06/19	6:00 PM	Webster's Auditorium
	MSA-5	MS	52	06/06/19	3:00 PM	Regent Hall @ MSA5
	MSA-6	MS	60	June 6th	4:00 AM	West Los Angeles College
	MSA-7	5TH	53	June 7	8:30 AM	Lifehouse Church Hall @ MSA7
		K	(+13 TK "promotio	June 7	10:00 AM	Lifehouse Church Hall @ MSA7
	MSA-8	MS	178	June 5th	1:30 PM	MSA Bell - GYM/MPR
	MSA-SA	K	53	June 7	8:30 AM	MSA Santa Ana-Gym
		5TH	64	June 7	11:00 AM	MSA Santa Ana-Gym
		MS	70	June 7	2:00 PM	MSA Santa Ana-Gym
		HS	37	June 7	5:30 PM	MSA Santa Ana-Gym
	MSA-SD	MS	124	06/07/2019	4:00 PM	MSA - SD MPR

23

UPCOMING EVENTS AND ACTIVITIES

- Summer schools at 7 school sites – About 600 students

- Summer In-Services – August 5-9

- MSA-8 and MSA-SD Renewal petitions and preparations

24

ACADEMIC DEPARTMENT END OF YEAR PROGRESS

25

CHIEF ACADEMIC OFFICER- ERDINC ACAR

- Provided leadership and management to the MPS Academic Department

- Helped in the renewals of MSA-6, 7 and SA

- Coordinated successful authorizer visits in all schools

- Coordinated MPS STEAM EXPOs

- Conducted school visits, classroom walkthroughs and leadership team support

- Managed MPS-wide vendors and service providers

- Restructured Math support and services

- Coordinated effective Summer In-services, Fall and Spring Symposiums

- Provided budgeting support to school teams and finance dept

- Coordinated summer schools

- Identified grants and facilitated submissions (MTSS, SPED, SSAE, ASES)

26

DIRECTOR OF STUDENT SERVICES – DR. ARTIS M. CALLAHAM

In an effort to build the infrastructure at Magnolia Public Schools toward a self-sustainable SPED and Student Services Unit, the following was implemented:

1- **More Cost-Effective SPED Service Provision: Cost savings in service bills**

2- **Procedures and Systems:**
 - Uniform Compliant Manual for SPED
 - Created Compliance and Monitoring Documents for SPED, GATE, /Psych and DIS service Logs/ SPED Calendars/ LRE Analysis/ Manifestation   Determination /
   504 Plans/ Gate Reporting Doc
 - Assisted with PBIS training and supports to school

3- **Guidance and Support of SPED Team:**
  Supervised all Psych Faculty and Supported SPED Teachers and Coordinators
  Supervised and Evaluated all Psych and Social Work Interns

4- **Direct School Support:**
  PBIS supports at MSA 1, MSA 2, MSA 4, MSA 8, and MSA S.D.
  Social Emotional Demo Lessons
  Professional Development workshops in (UDL, MTSS,SEL,SAI, SPED Compliance, SPED Co Teaching Strategies, Grading with Equity…)

5- **Gifted and Talented Students and 504's:**
 - Supported Assessment / Screening of GATE Students with OLSAT
 - Validated Eligibility with Ravens/ Set up process
 - Developed GATE Eligibility Protocol and Report/ Letter for Cum and Parents.

6- **Litigious Cases:**
 - Resolved 5 Litigious Cases from 2017-2018
 - Recouped Legal Costs and Residential NPS costs approximately $150,000 via Legal cost grant/ Collaboratively with Finance Team

7- **Additional Funds:**
 - STEPS - $ 41,326.31
 - Legal Cost Grants - $150,000
 - ERMHS/ Mental Health Grants - $50,000 Reimbursable
 - Program Development Grant- $46,200.00
 - Innovation Grant- $ 5,000.00 (Teacher written – MSA 6)
 - Co-Coordinated the MTSS Grant- $ 150,000
 - Inquired to L.W. at the COP and located the MAA funds from 2016

8- **Partnerships:**
 - University of Southern California -Social Worker Interns (First and Second year)
 - Alliant University – School Psych Interns
 - LACOE SELPA access to all Professional Development Workshops at no cost

27

ASSISTANT DIRECTOR OF STUDENT SERVICES – DR. BRENDA LOPEZ

- Streamlined attendance policies, specifically SART process following 3rd truancy notification letter, this is an ongoing process

- Worked collectively with the Dean of Students to revise the School Safety Plan which resulted with an approval by the Governing Board of Magnolia Public Schools

- Connect Magnolia school sites with PBIS/ MTSS resources, specifically trauma informed training by the UCLA Training Center of Excellence

- In an effort to promote transparency and trust between stakeholders and school sites, Dr. Lopez established a connection with the American Civil Liberties Union (ACLU) to inform and educate students, families and staff regarding knowing their legal rights

- Connected Magnolia families through the Parent and Community Engagement Coordinators to the My School My Rights platform which guides families to access information regarding various topics that they might encounter in the learning community.

- Led monthly Dean of Students meetings with the emphasis on aligning policies and procedures Magnolia wide and connecting to promising practices with *High Quality Site Visits* in collaboration with our LA Coalition partner charter schools.

- Aligned discipline practices and guidance while referencing Policies and Student- Parent Handbook for Suspension/ Expulsion incidents, this was especially useful during litigation

- As an opportunity to continue to acquire resources for Magnolias *At Promise* student populations, through LA County Office of Edcuation applied and received upwards of $10,000 for all MPS LA County Schools (Total of 8 schools)

28

MATH COACH – TRACI LEWIN

- Created and rolled out pacing guides aligned to Interim Assessment Blocks for all tested grade levels

- Established and assisted in the implementation of Interim Assessment Block (IABs) calendar for math, tracked data and administration of the IABs

- Led 10 Professional Development sessions at the MPS Symposiums

- Created and steered grade level standards deep dives for all tested grade levels

- Represented MPS by presenting a Professional Development session at the California Mathematics Council Conference

- Developed strong relationships with MPS Math teachers through site visits and coaching sessions

- Maintained a variety of resources, supports, and promising practices via MPS Math Teacher Google Site

- Taught a 10 week demo class at MSA-Bell to showcase teaching strategies and provide intervention support

- Supported school site leadership teams with annual over sight visits and WASC visits

- Served as an Induction Mentor and Intern Mentor for several math teachers.

29

ELD COORDINATOR- NICOLE VASQUEZ

▪ Teacher/classroom observations and feedback around ELD-Maintain and update EL Master Plan

▪ Oversaw integrated and designated ELD at MPS schools

▪ Provided professional development and coaching of ELD, ELD standards, and ELD compliance

▪ Provided updates and professional development during school leadership meetings (dean and principals)

▪ Submitted and maintained requirements for Title III

▪ Trained and supported site-level ELD Coordinators

▪ Provided support for ELAC, ELPAC, and reclassification

30

OUTREACH AND COMMUNICATIONS DEPARTMENT – ISMAEL SOTO

- Under the leadership of Ismael Soto, the Outreach and Communications Department (OCD) has successfully breached the one million dollar fundraising mark in 2018, the first in Magnolia Public Schools history.

- In 2018, he successfully launched a partnership with SchoolMint, a platform that helps create Charter Management Organization sustainability through smart, modern practices and industry-leading solutions that help MSA schools attract and retain students.

- In an effort to streamline parent communications, he launched the district-wide ParentSquare platform which allows for two-way auto translate by means of a mobile app, text, or email.

- The OCD was instrumental in the charter renewal of Magnolia Science Academy - Santa Ana in 2019 by leading advocacy and communication efforts with school leaders, teachers, and parents at the Advisory Commission on Charter Schools (ACCS) and State Board of Education in Sacramento, CA.

- Successfully launched the Parent and Community Engagement Program at MPS with seven PACE Coordinators he co-manages and supports through standing weekly calls and robust monthly professional development sessions.

- Successfully launched the new Recruitment and Enrollment Strategy in collaboration with the MPS Accountability Department were Parent and Community Engagement (PACE) Coordinators and school site Office Managers strategically engage to increase enrollment across MPS.

31

Cover Sheet

Enrollment Update

Section: IV. Information/Discussion Items
Item: C. Enrollment Update
Purpose: FYI
Submitted by:
Related Material: BoardCover_Enrollment_June2019_v2.pdf

Board Agenda Item #	IV-C Information/Discussion Item
Date:	June 13, 2019
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Ismael Soto, Director of Partnerships
RE:	Enrollment Update

PROPOSED BOARD MOTION

This is an information item; no action is required.

INTRODUCTION

The following enrollment data is pulled directly from the student enrollment dashboard in system SchoolMint on May 31, 2019, which delivers up to date enrollment numbers for all Magnolia schools.

Target enrollment for 2019-2020 is 4,114, as of May 31, 2019, enrollments needed are 292 students across all Magnolia Science Academies. A school-by-school breakdown is demonstrated in the graph below:

	Applications Submitted	Offered Enrollment	Accepted Offer	Submitted Forms		Not Enrolled	PACKETS	PACKETS RECEIVED		Waitlisted	Target	Enrollments	Returning
Numbers on: June 7, 2019							RECEIVED	Since Last Friday					
SCHOOL NAME	APPS	OF	AP	CV	ALL	NE	RECEIVED		ALL	WL	Enrollments	Needed	Students
TOTALS	**46**	**138**	**189**	889	1212	567	**947**	**10**	1454	70	**4114**	**292**	**2999**
Magnolia Science Academy Santa Ana	0	6	3	78	87	9	63	0	87	9	675	43	581
Magnolia Science Academy San Diego	0	17	12	210	239	271	187	0	481	7	465	42	237
Magnolia Science Academy 1	32	17	33	144	194	50	166	0	194	0	657	7	510
Magnolia Science Academy 2	2	17	45	89	149	62	104	0	149	6	458	21	343
Magnolia Science Academy 3	3	15	23	64	102	38	57	0	102	0	509	53	424
Magnolia Science Academy 4	0	6	12	26	44	18	24	0	44	0	167	31	112
Magnolia Science Academy 5	4	29	4	43	76	33	52	9	76	0	250	18	209
Magnolia Science Academy 6	0	1	1	36	38	2	35	0	38	0	160	28	97
Magnolia Science Academy 7	1	3	0	72	73	1	73	1	73	48	292	2	230
Magnolia Science Academy Bell	4	27	56	127	210	83	186	0	210	0	481	47	256

Data from Enrollment Dashboard csv file

2019-2020 DO NOT CHANGE

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

NEW Magnolia "Recruitment and Enrollment Strategy 2019-2020"

The Outreach and Communications Department alongside the Accountability Department have designed a NEW Magnolia Recruitment and Enrollment Strategy for 2019. The aim was to create purposeful and efficient collaboration between the school site Office Managers and the Parent and Community Engagement Coordinator teams. Lydiett Vega - Executive Office Manager and Ismael Soto - Director of Partnerships will be leading these efforts.

Below is a graph demonstrating the increase in enrollment packets received after the launch of the recruitment and enrollment strategy.

Received Weekly	Date
53	24th-May
40	17th -May
68	10th-May
55	3rd -May
94	26th –Apr
50	14th–Apr
39	5th–Apr
40	29th-Mar
25	22nd-Mar

*See attached recruitment and enrollment strategy for 2019-20

Marketing Campaign Strategies

In partnership with Digital First Media/Southern California News Group and Staples Print and Marketing have developed a multi-faceted enrollment marketing campaign. They include:

Southern California News Group

End of Year Push - To continue an effective use of the budget, we created a campaign using only the best platforms based on past performance. We grouped schools together based on enrollment priorities:

Priority 1 Schools (MSAS 1, 4, 6, Santa Ana, and San Diego):

MSA-1 (*Enrollment goal of 30 students)

- LA Daily News – Focus on Education: Print and Digital components published by LA Daily News education sections.
- Email Marketing (e-blast): Targeted emails to parents leveraging demos, income, and interests. Parents were able to submit an enrollment request through the eblast link or the Facebook "Learn More" button, which was logged and routed to the appropriate MSA website "Why MPS?" page.
- Social Media: Targeted Facebook/Instagram ads leveraging demos, income, & interests.

MSA-6 (*Enrollment goal of 160 students)

- Direct Mail Post Cards: Targeted post cards leveraging demos & income
- Social Media: Targeted Facebook/Instagram ads leveraging demos, income, and interests

MSA-Santa Ana (*Enrollment goal of 80 students)

- Excelsior Newspaper Publication: Print & Digital components targeting the Spanish Affluent community of South Orange County
- Direct Mail Post Cards - Targeted post cards leveraging demos & income

MSA- San Diego (*Enrollment goal 91 kids)

Search Engine Marketing (SEM): Google Search Ads leveraging key words driven from search inquires being made by parents

Email Marketing (e-blast): Targeted emails to parents leveraging demos, income, and interests. Parents were able to submit an enrollment request through the eblast link or the Facebook "Learn More" button, which was logged and routed to the appropriate MSA website "Why MPS?" page.

Priority 2 Schools (MSAS 2, 3, 5, 7, AND 8)

Method: E-blast, Direct Mail-Post Cards, SEM, Facebook, and targeted display banners. These schools received a combined 50,000 count eblast targeting a radius geography from each school, with no duplication and specific demographics. There was also a companion Facebook campaign. The process mirrored Priority 1 schools.

PACE Program Support

An example of the support the Parent and Community Engagement Coordinators are providing the schools is listed below:

MSA-4
- Rancho Palms MS/HS Fair
- Magnolia Referral Incentive Program
- 8th Grade Night
- MSA-4 hosted MSA-6 8th grades for an information session as a recruitment effort

MSA-6
- Staples Every Door Direct Mail Post Card Campaign:
  - 12/2018 and 01/2019 Winter break campaigns
- Multicultural Food Festival
  - March 2019 Inviting the community to our campus in efforts to boost enrollment
- So. Cal News Group
  - Facebook Campaign
  - Direct Mail Campaign

MPS Referral Program

As part of our ongoing recruitment and enrollment strategy program here at Magnolia Public Schools, we launched a new Magnolia Referral Program. MSAs were shipped 5-15 ten-piece gift sets depending on enrollment needs.

The following are instructions given to MSA Office Managers:

1. **Print posters** and display where parents have a clear view *(ex. main office entrance, drop off location, parent centers, etc.)*. Note: 11" x 17" posters have been distributed

to all MSA principals in attendance during today's monthly meeting at the MPS home office.

2. Send weekly **ParentSquare messages** announcing the new referral program. Ensure you mention the launch date of May 22, 2019, prior referrals in SchoolMint will not be honored.
3. Promote in every **Friday Flash newsletter**.
4. To receive full credit for the referral, please guide families to add the person who referred them in the **SchoolMint section titled "Referred by: (Provide Person's Full name).**" PACE Coordinators and Office Managers will be guided on how to retrieve this information.

BACKGROUND

Marketing Terms:

- **Search Engine Marketing** (**SEM**) is a form of Internet marketing that involves the promotion of websites by increasing their visibility in search engine results pages (SERPs) primarily through paid advertising. SEM may incorporate search engine optimization (SEO), which adjusts or rewrites website content and site architecture to achieve a higher ranking in search engine results pages to enhance pay per click (PPC) listings.

- **Facebook ads** are targeted to users based on their location, demographic, and profile information. Many of these options are only available on Facebook. After creating an ad, you set a budget and bid for each click or thousand impressions that your ad will receive. Users then see your ads in the sidebar onFacebook.com.

- **Email marketing (e-blast)** is a form of direct marketing that uses electronic mail as a means of communicating commercial or fundraising messages to an audience. In its broadest sense, every email sent to a potential or current customer could be considered email marketing.

- **Direct Mail Postcards** puts our unique MPS message in the hands of our customer – families with children TK-12 grades. Whether our Magnolia parent and community engagement or PACE Coordinators are handing them out in the neighborhoods we serve or launching direct mail postcards campaigns to reach families fast and with impact.

ANALYSIS

Enrollment Marketing campaign calendar – June 2019 through January 2020

Marketing Timeline:
- Pre-Summer break campaigns - June 3, 2019 – June 14, 2019
- Summer campaigns - July 3, 2019 - August 13, 2019
- Census Day campaigns – September 25, 2019 - October 2, 2019
- Pre-Winter Break campaigns - December 11th - December 14th
- Winter break campaigns - December 16, 2018 - January 3, 2019
- Lottery campaigns - January 3, 2020- January 9, 2020

BUDGET IMPLICATIONS

These updated enrollment numbers and future projections are being used to calculate the 2019-20 budgets for all of Magnolia Public Schools.

EXHIBITS (attachments):

Attachments included:
1. MSA_GiftSet_Incentive.jpg
2. Recruitment & Enrollment Strategy 2019.pdf
3. Enrollment_as_of_May31_2019

Magnolia Recruitment & Enrollment Strategy 2019-20

PACE and Accountability Department Collaboration

PACE = Recruitment

Office Mgr. = Enrollment

Recruitment & Enrollment Strategy For PACE and Office Managers

- **Office managers will make FIRST CONTACT with applicant families.**

- **If families do not reply to 1st or 2nd call attempt, PACE will be asked to make the recruiting/follow up calls.**

- **As families begin to turn in enrollment packets, the office staff will handle all form and compliance tasks.**

Step 1: PACE will meet with Office Managers to REVIEW the 2019-2020 MPS Enrollments & Lotteries every Monday between 9:30 am-10 am to review which grade levels still require applicants and who the Office Managers need you to contact.

Step 2: The **submitted and offered** applicant list will be given to PACE by Office Managers. PACE will utilize pre-determined scripts (see Call Scripts slide) when contacting families.

Step 3: PACE will report results to Office Managers every Wednesday by 10:30 am. Next, the Director of Partnerships and Executive Officer Manager will get an update during the weekly PACE call.

Schoolmint Application Status Definitions

| 01 | Submitted | • A parent has submitted an application. |
| 02 | Offered | • The School has offered that child enrollment |

Recruitment

03	Accepted	• A parent has accepted the school's offer.
04	Registration in Progress	• The parent has begun filling out the enrollment forms.
05	Registration Completed	• The parent has finished the enrollment forms
06	Registration Verified	• The office has verified all the information the parent has submitted.
07	Waitlisted	• The student has been placed on a waitlist

Enrollment

08	Canceled	• The parent/admin has canceled the app
09	Rescinded	• The school has revoked the offer
10	Declined	• Parent has declined offer made by school

PACE: Call Scripts

Step 1: Hi, My name is _____, I am the Parent and Community Engagement Coordinator at Magnolia Science Academy-X.

- **Submitted script:** I am calling because we noticed that you submitted an application but have not completed the process. I am calling you today to answer any questions you might have. How can I support you in completing the application so that we can ensure your child has a seat at our school.

- **Offered script:** I am calling because we noticed that you were offered enrollment at our school Magnolia Science Academy - Santa Ana but have not accepted the offer. I am calling you today to answer any questions you might have. How can I support you in completing the application so that we can ensure your child has a seat at our school.

If YES: Continue to Step #2
If NO: I understand, if you'd like to reconsider, I would like to personally invite you to join me for a 15-minute campus tour on (insert date). Additionally, our next school event _____ is on (insert date) and would love to have you join us. Would it be ok for me to send you information regarding our event? Again, my name is (insert name), thank you for your time, please feel free to call me or stop by our school anytime for additional information.

Step 2: Great! Our school Magnolia Science Academy - X is excited to move forward with your enrollment. Is there anything I can assist with?

To Summarize

SchoolMint = Prospective Students

ParentSquare = Current Students

PACE = Recruitment

Office Managers = Accountability & Enrollments

Contacting SchoolMint Applicants on ParentSquare

Steps:

1. Go to SchoolMint and export a file of applicant contact info
2. Go to ParentSquare and set up a new Smart Alert
3. Under Recipients choose the option to "Upload CSV Recipients…"
   - Make sure it's in the format outlined!
4. Record,email,text Smart Alert.

Contacting SchoolMint Applicants on ParentSquare

Contacting SchoolMint Applicants on ParentSquare

Next Steps

April 24th

- PACE and Office Managers will be meeting to merge efforts and make sure everyone is on the same page

- OCD and Accountability will update MSA principals regarding new recruitment and enrollment strategy

Data from Enrollment Dashboard csv file

2019-2020

DO NOT CHANGE

Numbers on: June 7, 2019 / SCHOOL NAME	Applications Submitted / APPS	Offered Enrollment / OF	Accepted Offer / AP	Submitted Forms / CV	ALL	Not Enrolled / NE	PACKETS / RECEIVED	PACKETS RECEIVED / Since Last Friday	ALL	Waitlisted / WL	Target Enrollments	Enrollments / Needed	Returning / Students
TOTALS	**46**	**138**	**189**	889	1212	567	**947**	**10**	1454	**70**	**4114**	**292**	**2999**
Magnolia Science Academy Santa Ana	0	6	3	78	87	9	63	0	87	9	675	43	581
Magnolia Science Academy San Diego	0	17	12	210	239	271	187	0	481	7	465	42	237
Magnolia Science Academy 1	32	17	33	144	194	50	166	0	194	0	657	7	510
Magnolia Science Academy 2	2	17	45	89	149	62	104	0	149	6	458	21	343
Magnolia Science Academy 3	3	15	23	64	102	38	57	0	102	0	509	53	424
Magnolia Science Academy 4	0	6	12	26	44	18	24	0	44	0	167	31	112
Magnolia Science Academy 5	4	29	4	43	76	33	52	9	76	0	250	18	209
Magnolia Science Academy 6	0	1	1	36	38	2	35	0	38	0	160	28	97
Magnolia Science Academy 7	1	3	0	72	73	1	73	1	73	48	292	2	230
Magnolia Science Academy Bell	4	27	56	127	83	186	0	210	0	481	47		

Cover Sheet

2018-19 Larson Communications End of Year Report

Section: IV. Information/Discussion Items
Item: D. 2018-19 Larson Communications End of Year Report
Purpose: FYI
Submitted by:
Related Material: IV D Larson Report.pdf

Board Agenda Item #	IV D Information Item
Date:	June 13, 2019
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Ismael Soto, Director of Partnerships
RE:	Magnolia 2018-19 Communications Report

PROPOSED BOARD MOTION

This is an information item, no action is required.

INTRODUCTION

In 2018-2019, Larson Communications (LC) focused on successfully navigating a leadership change and developing a refreshed proactive communications strategy that reflected new CEO Alfredo Rubalcava's priorities.

We concentrated efforts on building on the steady cadence of positive stories generated by Magnolia and raising the schools' profiles among the public, education reform leaders and philanthropists. The themes of our proactive communications strategy emphasized Magnolia as a high-quality network of schools that prepares students for college and careers, offers a STEAM-oriented program and meets the academic and emotional needs of all students.

In the summer of 2018, LC created a comprehensive strategic plan for the 2018-2019 school year by holding a series of strategic planning meetings with the Magnolia team. We updated messaging and planning documents, developed a plan for Rubalcava's thought leadership platform and provided high-level strategic recommendations for social media.

From that meeting, we decided to introduce Rubalcava to stakeholders as Magnolia's new CEO with a letter capturing his vision and mission for the organization as the new leader, a welcome message for the website and a CEO narrative—which has continued to guide how we share Rubalcava's story. We reached out to local reporters to announce Rubalcava's new role and then placed an op-ed on his behalf in The 74. This op-ed helped continue to establish Rubalcava and Magnolia as leaders in supporting students affected by trauma— an issue that LC will continue to promote when the work on the ground becomes more rooted.

In June, LC helped guide Magnolia staff as they worked with a KPCC reporter on an arts feature highlighting Magnolia's commitment to all STEAM subjects. LC also placed a story with the LA Daily News which showcased MSA-1's major facilities update, and shared the larger context of how these improvements will positively impact the overall community and serve as a vital part of the "Sherman Way" revitalization. Later, LC provided support for a CBS story on the Maker Faire.

Continuing on the message that Magnolia is an expert in providing holistic care for all students, LC placed two stories on Telemundo 52 around the Positive Behavior Intervention System. One of the segments landed on Telemundo's Pizarron 52, a special segment focused on education. These Spanish-language segments reaches a distinctly important audience for Magnolia—current and prospective parents, education leaders and philanthropists.

In order to emphasize Magnolia's commitment to creating a solid foundation to lead many Magnolia graduates to STEM careers, LC partnered with Magnolia to plan a STEM-focused event where students participated in a pop-up robotics competition before a screening of the documentary, "Science Fair." LC conducted extensive media outreach and received an overwhelming amount of positive feedback from reporters who voiced interest in covering similar, future events. An ABC cameraman came to record the students, but due to breaking news, the station was unable to run the segment. Nonetheless, this was a strong

opportunity to generate additional awareness about MPS and their commitment to a STEAM-focused education, which generated a lot of activity on social media.

In addition to proactive storytelling, LC played an essential role as a thought partner for Magnolia renewal hearings for MSA-6, MSA-7 and MSA-Santa Ana by providing strategic counsel and drafting specific messaging. We developed talking points and offered training to parent, teacher and student speakers ahead of all of the hearings, including the ACCS Renewal Hearing and the California State Board of Education (CSBE) renewal hearings. LC carefully analyzed the staff recommendations to create strategic testimonies to present to the boards, which highlighted and mirrored the board's reasoning while showing the strong community support for the school. These efforts, in coordination with the Magnolia team and spanning many months, thankfully led to a successful outcome with all three schools' charter being renewed.

LC also garnered interest from Howard Blume, Los Angeles Times education reporter, in including Magnolia in two stories, one of which would highlight a student who requires additional time on the SATs. Our team provided on-site support when Blume visited the school. This story, which will likely be published in June 2019, is aimed at showing Magnolia's robust services for students with special needs. The Los Angeles Times' story will be critical to keeping Magnolia in the spotlight as a high-quality school network, as this outlet reaches the city's decision-makers, education leaders and broader population throughout the state.

LC also supported Magnolia by providing strategic counsel, preparing for media requests and drafting key communications.

The work included:
- The LC **team participated in two strategic planning sessions** with Rubalcava, as the new CEO, and the Magnolia communications team, which included updating the organizational and communications objectives, target audiences

and potential vulnerabilities, while we identified our upcoming proactive communications campaign for the next school year.

- o LC also **drafted a messaging exercise** for the Magnolia team, which informed the messaging refresh that LC finalized.
- LC **updated and finalized the 2018-2019 Magnolia Strategic Plan and Communications Calendar** which will guide our work throughout the school year.
- To proactively tell new CEO Rubalcava's story with the larger Magnolia community, appropriate for each audience, LC **drafted a CEO letter, CEO welcome message for the website and CEO narrative** that will guide how we share Rubalcava's story going forward.
- LC **drafted** two versions of a script for a two-minute video introducing new CEO Rubalcava. This project was ultimately put on hold.
- LC reached out to local reporters regarding **doing a profile on Rubalcava in his new role as CEO.**
- LC worked with the MPS team **to identify and prepare Magnolia parents** for an interview with an EdWeek reporter where the parents shared their positive experience at Magnolia for an upcoming piece.
- LC assisted Magnolia with an **issue at MSA-4 by providing strategic counsel and drafting two letter templates** for Magnolia parents and teachers to weigh in on a school matter.
- LC **provided strategic counsel and drafted a letter** to the MSA-San Diego community regarding a staff leadership change.
- LC **reviewed all of Magnolia's social media in a thorough audit** which included strategic recommendations for all platforms.
- LC worked on a proactive communications campaign to promote the unique after-school programs run by MSA-Bell and MSA-Santa Ana.
  - o To do so, LC coordinated with MSA-8 principal Jason Hernandez to learn more about the after-school program at MSA-Bell. LC then drafted a press release and researched appropriate media targets.
  - o LC also spoke with Varol Gurler, Principal of MSA-Santa Ana.

- o LC finalized a press release about MSA-Bell's unique after school program which coincided with their peak student participation period.
- To prepare for the promotion of the MPS Practitioners Symposium in October 2018, LC began conversations with Ismael Soto and Jenny Obuchi.
- The LC team **provided strategic counsel** in preparation for the renewals of MSA-6, MSA-7 and MSA-Santa Ana. Our efforts, along with the Magnolia team's work and dedication, ultimately resulted in approval for MSA-6 and MSA-7.
  - o LC **drafted talking points and shared speaker tips** ahead of the local school board, ACCCS and CBE hearings.
  - o LC drafted talking points for both the preliminary hearing and final hearing for approval for MSA-Santa Ana's leadership team.
  - o LC **provided strategic counsel to Magnolia leaders and shared speaker tips** ahead of the hearing.
- The LC team conducted targeted outreach to local media around the launch of the PBIS kick-off event. This outreach **resulted in a broadcast hit on Telemundo 52,** "Noticias local**."**
  - o From this, LC secured an opportunity for **Magnolia to be featured on Telemundo's Monday education feature, "Pizarron 52."**
- The LC team **partnered with the Magnolia team to begin planning for a large-scale event** around the movie, "Science Fair." LC provided insights from a strategic media perspective.
  - o LC **finalized the media advisory and conducted broad outreach to local media, including print and broadcast.** From this, LC secured interest from ABC Los Angeles. A cameraman came to the event to record, though the station ultimately did not run the segment due to conflicting breaking news.
- LC **developed new messaging around trauma-informed education and mentorship.**
- LC **offered support to MSA-San Diego for the Maker Fair.**
  - o This resulted in a broadcast hit on CBS 8.

- LC **provided Magnolia messaging for the press release** about the LA Rams event.
    - LC's efforts and messaging helped secure a story in the [LA Daily News](#) and on [The Rams](#) website.
- LC drafted and **finalized the letter to parents to celebrate Magnolia SBAC scores.**
- LC **finalized a pitch** around Magnolia's Virtual Reality program but ultimately outreach was paused because teachers were not planning to leverage the technology within the classroom.
- LC **provided resources and insights around best practices for a teacher transition.**
- LC provided strategic counsel around potential media opportunities, analyzing events including the alumni dinner, non-parties and candidate forum at MSA-8 and PACE program.
- LC placed an **op-ed on behalf of Rubalcava in The 74, furthering his thought leadership platform.** The op-ed was also included in The 74 newsletter and promoted on the outlet's social media channels.
- **LC provided strategic advice on how to amplify Rubalcava's op-ed in The 74.** We also conducted outreach to Education Dive, EdSource, Politico Morning Education and the National Alliance for Charter Schools to request that the op-ed be included in newsletters.
- LC **provided strategic counsel ahead the California State Board of Education renewal hearing** in March. LC drafted talking points for supporters ahead of the hearing.
- **LC secured interest from The Orange County Register** around telling a story about MSA-SA's dedication to helping homeless students succeed. We also conducted expanded outreach to local editorial boards.
- LC provided media counsel when CBS Los Angeles included footage of a Magnolia school and when Spectrum News 1 reporter visited MSA-1
- LC **provided strategic counsel around potential media opportunities**, including MSA-2 robotics, MSA-8 basketball, the gold medal story, the STEAM

Expo, college signing day, college acceptances, the NPR Student Podcast Challenge, college acceptances, MSA-SD archery and the Amazon Future Engineer Scholarship.

- LC conducted extensive outreach around the Computer Science Diversity Award.
- LC provided information about an opportunity to feature student graduation stories on the National Alliance for Public Charter Schools blog.
- LC **provided social media recommendations** around leveraging the College Signing Day events at MSA-2 and MSA-Santa Ana.
- LC secured interest from Howard Blume at The Los Angeles Times around a story on students who need extra time on the SATs.
- LC **provided counsel and drafted a stakeholder letter** addressing the salary scale increase.
- LC conducted research and provided a list of recommended videographers for a Magnolia promotion video.
- LC drafted a stakeholder letter addressing changes to the summer school program.
- LC worked closely with MSA-3 Carson leadership on a school-site related issue.

Media Placements

- "How does a school that used to focus on science integrate the arts?" KPCC, June 8, 2018.
- "Magnolia Science Academy's charter school campus is part of a bigger picture for revamping Reseda," LA Daily News, June 15, 2018.
- Broadcast segment about PBIS kick-off event, Telemundo 52, Sep. 18, 2018.
- "Maker Faire San Diego," CBS 8, Oct. 4, 2018.
- "LA Rams touchdown at San Fernando Valley schools with message of diversity," Daily News, Oct. 16, 2018
- "Rams Partner With Beyond Differences To Celebrate 'Know Your Classmates Day'" The Rams, Chase Isaacs, Nov. 1, 2018.
- Broadcast segment about PBIS on Pizarron 52, Telemundo 52, Oct. 15, 2018.

- "[Rubalcava: California Helps Schools Treat Kids With Trauma Before a Crisis Occurs. Other States Should Give Students This Kind of Support](#)," The 74, Alfredo Rubalcava, Feb. 6, 2019.

Hours worked by Larson Communications: 748.97 hours

- July 2018:   93.84 hours
- August 2018:   85.20 hours
- September 2018:   71.67 hours
- October 2018:   132.09 hours
- November 2018:   72.88 hours
- December 2018:   34.68 hours
- January 2019:   54.59 hours
- February 2019:   61.35 hours
- March 2019:   60.31 hours
- April 2019:   41.88 hours
- May 2019:   40.48 hours*

As of May 29, 2019.

Next Steps

Looking forward in the next few months, LC's primary focus will be to begin to prepare for the two renewals happening this fall before LAUSD. We'll incorporate our strategic recommendations into our 2019-2020 proactive communications plan, which will develop with Magnolia leadership this summer. We'll be working closely with MSA-SA principal Varol Gurler to tell the story of MSA-SA students who have overcome homelessness to graduate and go on to college. Furthermore, we'll be reaching out to regional Tv stations to promote Magnolia's different graduation ceremonies, highlighting the students' success and college-going culture to encourage coverage.

As mentioned, over the summer, Magnolia plans to work with the leadership team to update the strategic plan and build out a list of proactive communications ideas to execute

for the next school year. In addition, LC will be doing a refresh of Magnolia's messaging to ensure it is accurate, compelling and dynamic.

BACKGROUND

About Larson Communications:

Larson Communications is the only strategic communications firm in the nation specializing in public education reform and has been a partner of Magnolia Public Schools since December of 2015. They work selectively with groups that are committed to advancing academic achievement and increasing access to quality educational opportunities. They help organizations tell their stories. They specialize in five key areas of communications: strategic positioning, public relations, storytelling, crisis management and public advocacy.

Larson Communications works with education leaders and organizations across the country, including public school systems, charter school networks, education technology organizations, advocacy and research groups, and higher education institutions. Many of their clients are particularly focused on improving education for students in underserved communities. They raise their visibility, strengthen their narratives, and work closely with them to plan and execute communications campaigns that inspire their communities, so that they can have the greatest possible impact on students' lives. Our clients are regularly featured in The Wall Street Journal, Good Morning America, The New York Times, The Washington Post, The Chicago Tribune, The Atlantic, People Magazine and USA Today, among many others. They also utilize our decades of expertise in education policy and politics to advise clients as they navigate the challenges of education reform.

With offices in San Francisco, Los Angeles, Portland and Chicago, they are a team of inspired individuals with one common goal – to tell the most compelling stories that inspire and inform change as we guide organizations toward reaching their objectives. Their team brings decades of experience in education reform communications, which includes strategic positioning, public relations, storytelling, crisis communications and

public advocacy. Their expert strategists also serve as our tacticians, ensuring that the quality organizations with whom we work always achieve lasting results.

Larson Communications was founded by Gary Larson in 2007 after he built a career shaping the positive narrative that charter schools are part of the solution towards improving public education. With the goal of serving the best organizations offering real and impactful solutions for students, parents and teachers, Gary founded the only communications organization in the nation to specialize in education reform, Larson Communications.

ANALYSIS

Not applicable

BUDGET IMPLICATIONS

There are no budget implications

EXHIBITS (attachments):

None

Cover Sheet

Financial Update- April 2019

Section: IV. Information/Discussion Items
Item: E. Financial Update- April 2019
Purpose: Discuss
Submitted by:
Related Material: IV E April 2019.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #	Agenda # IV E- Information Item
Date:	June 13, 2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Lead:	Nanie Montijo, Chief Finance Officer and Karl Yoder, DMS
RE:	April 2019 Financial Reports

Discussion item- no action required
- 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:

1. There are a number of line item budgets that are trending below the budgeted levels, and unless there are large lump-sum charges between now and year-end closing, we will end significantly ahead of current 2018-19 budget projection

2. The line items for Object codes in 5000 (Professional Services, Professional Development, Consulting Services, Legal, and Prop 39 Projects) are running substantially under budget as of April, 2019, but these items include $1.6M of Prop 39 projects which we are anticipating carried over into next year or returned to the state if not encumbered by June 30, 2019, as well as between $500k-$1M of restricted funds such as Special Education that will likely be deferred until 2019-20, removing the expenditure variance for those items.

3. Because of the multiple variables in this budget area, it is too soon at this point to estimate exactly how far ahead of budget we will end up once all these steps have been taken, but we do project a final savings of at least $500k in Services & Operations vs. the Second Interim Budget, and potentially higher depending on what Prop 39 projects and restricted revenues are deferred until 2019-20.

4. We will keep the Board apprised of new developments as we move through the end of the 2018-19 fiscal year and final year-end closing of the books.

Name of Originator:

Nanie Montijo, Chief Financial Officer and Karl Yoder, DMS

Attachments

April 2019 Financial Reports for all School Sites and MERF

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

April 2019
Monthly Financial Update
(Actuals through 4/30/19)

April 2019 Financial Update: Executive Summary

- Year-to-date trending through April has continued to show positive trending since Second Interim:

  - **Revenues are $141k above year-to-date budget**

  - **Expenditures are $420k less than year-to-date budget**

  - **Net impact = $561k ahead of year-to-date budget so far**

- We continue to see spending on services running below Second Interim Budget amounts, although many service-related costs can be higher at year-end close.

- If spending trends remain on track, the 2018-19 year will end up better than projected at Second Interim

April 2019 Financial Update: Executive Summary

MSA - Consolidated	2nd Interim Budget	Year-to-Date Budget (through Apr 2019)	Year-to-Date Actuals (through Apr 2019)	Variance from YTD Budget	Primary Reasons For Variance (see budget detail for all changes)
SUMMARY					
Revenues					
LCFF Entitlement	39,822,616	30,691,290	30,648,083	(43,207)	Normal variances (should end up on track)
Federal Revenues	3,540,557	2,310,371	2,354,335	43,964	Normal variances (should end up on track)
Other State Revenues	6,418,492	4,192,195	4,306,041	113,846	Normal variances (should end up on track)
Other Local Revenues	6,498,077	5,818,201	5,844,849	26,648	Normal variances (should end up on track)
Total Revenues	**56,279,742**	**43,012,057**	**43,153,307**	**141,250**	
Expenditures					
Salaries & Benefits	32,863,312	24,824,269	24,879,496	55,227	Normal variance
Books and Supplies	2,486,246	1,979,077	1,883,153	(95,924)	Normal variance
Services and Operating Exp.	20,937,545	11,790,727	11,459,086	(331,641)	Spending is running lower than budgeted
Depreciation & Cap Outlay	1,929,045	736,889	730,354	(6,535)	Normal variance
Other Outflows	595,203	671,417	630,997	(40,420)	Normal variance
Total Expenditures	**58,811,350**	**40,002,379**	**39,583,086**	**(419,293)**	
Net Revenues	**(2,531,609)**	**3,009,678**	**3,570,220**	**560,543**	

April 2019 Monthly Update
Actuals through April 30, 2019)

MSA Consolidated	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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:																3,802	3,802	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	736,660	2,144,053	2,348,354	4,047,756	3,047,043	3,063,293	4,228,349	3,562,796	4,528,641	2,941,139	30,648,083	30,691,290	(43,207)	41,793,952	39,822,616	39,822,616	-	9,174,533	77%
Federal Revenue	55,268	4,175	(2,376)	64,799	418,802	29,354	1,155,460	106,345	121,354	401,154	2,354,335	2,310,371	43,964	4,016,521	3,540,557	3,626,028	85,471	1,271,693	65%
Other State Revenues	105,779	75,608	347,283	594,025	520,807	325,431	381,039	289,444	1,014,606	652,019	4,306,041	4,192,195	113,846	6,100,356	6,418,492	6,034,370	(384,123)	1,728,329	71%
Other Local Revenues	181,873	1,414,399	142,686	799,504	578,443	572,168	202,809	900,574	559,730	492,663	5,844,849	5,818,201	26,648	6,425,437	6,498,077	6,561,151	63,074	716,302	89%
Total Revenue	1,079,581	3,638,235	2,835,945	5,506,084	4,565,095	3,990,246	5,967,656	4,859,159	6,224,331	4,486,974	43,153,307	43,012,057	141,250	58,336,266	56,279,742	56,044,164	(235,578)	12,890,857	77%
Expenditures																			
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	1,424,435	13,966,177	13,943,506	22,672	18,152,479	17,515,957	17,482,661	(33,297)	3,516,483	80%
Classified Salaries	376,694	478,137	552,036	537,056	518,951	540,653	513,151	525,623	523,377	557,258	5,122,936	5,049,527	73,410	5,546,494	6,635,954	6,624,491	(11,463)	1,501,555	77%
Benefits	229,686	783,285	521,457	667,398	620,316	387,778	1,001,857	419,791	514,612	627,830	5,790,382	5,831,236	(40,854)	8,353,618	8,711,400	8,708,400	(3,000)	2,918,018	66%
Books and Supplies	8,535	207,482	335,221	184,714	268,102	186,319	6,038	205,643	(78,607)	559,707	1,883,153	1,979,077	(95,924)	3,462,686	2,486,246	2,436,536	(49,710)	553,383	77%
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	1,335,793	11,459,086	11,790,727	(331,641)	19,218,942	20,937,545	20,794,562	(142,982)	9,335,476	55%
Depreciation & Cap Outlay	-	12,800	5,845	357,314	39,396	-	70,683	129,338	56,074	58,905	730,354	736,889	(6,535)	1,005,243	1,929,045	2,585,922	656,878	1,855,568	28%
Other Outflows	43,042	55,165	88,938	58,535	13,480	94,077	44,844	127,953	9,080	95,885	630,997	671,417	(40,420)	873,946	595,203	595,203	(35,794)		106%
Total Expenditures	1,969,703	4,557,097	4,312,124	4,660,241	4,026,069	3,624,800	3,890,204	4,081,918	3,784,747	4,659,812	39,583,086	40,002,379	(419,293)	56,613,408	58,811,350	59,227,776	416,425	19,644,689	67%
Net Revenues											3,570,220	3,009,678	560,543	1,722,858	(2,531,609)	(3,183,612)	(652,003)	(6,753,833)	

Fund Balance		Fund Balance	
Beginning Balance (Audited)		Beginning Balance (Audited)	26,993,791
Net Revenues		Net Revenues	(3,183,612)
Ending Fund Balance		**Ending Fund Balance**	(3,183,612)
Components of Ending Fund Balance		**Components of Fund Bal.**	
Available For Economic Uncertainty		Available For Econ. Uncert.	14,226,473 — 24.0% of Expenditures
Restricted Balances		Restricted Balances	1,071,803 — 1.8% of Expenditures
Net Fixed Assets		Net Fixed Assets	8,511,903 — 14.4% of Expenditures
Ending Fund Balance		**Ending Fund Balance**	23,810,179 — 40.2% of Expenditures

DMS
DELTA MANAGED SOLUTIONS

April 2019 Monthly Update (Actuals through April 30, 2019) — Year To Date / Annual Budget

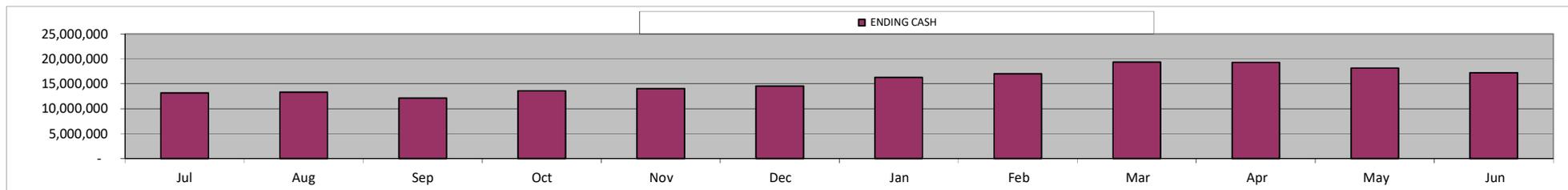| MSA Consolidated	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
REVENUE DETAIL																			
LCFF Entitlement																			
8011 State Aid	310,853	1,221,512	1,509,258	2,197,253	2,198,720	2,198,720	2,215,669	2,082,126	2,224,170	2,224,100	18,382,381	18,283,194	99,187	27,327,807	24,971,893	24,971,893	-	6,589,512	74%
8012 EPA Entitlement	-	-	54,332	633,714	-	54,332	1,202,509	176,394	1,236,274	-	3,357,555	3,458,057	(100,502)	3,727,777	4,155,679	4,155,679	-	798,124	81%
8019 Prior Year Adjustments	8	-	(794)	-	-	70	-	(7,382)	16,628	(12,419)	(3,888)	(716)	(3,172)	-	-	-	-	3,888	-
8096 InLieuPropTaxes	425,799	922,540	785,558	1,216,789	848,323	810,171	810,171	1,311,658	1,051,569	729,458	8,912,035	8,950,756	(38,720)	10,738,369	10,695,044	10,695,044	-	1,783,009	83%
SUBTOTAL - LCFF Entitlement	736,660	2,144,053	2,348,354	4,047,756	3,047,043	3,063,293	4,228,349	3,562,796	4,528,641	2,941,139	30,648,083	30,691,290	(43,207)	41,793,952	39,822,616	39,822,616	-	9,174,533	77%
Federal Revenue																			
8181 SpEd - Revenue	12,745	25,489	16,993	16,993	16,993	16,993	62,443	29,839	11,444	75,796	285,728	278,538	7,190	562,031	562,031	647,502	85,471	361,774	44%
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	109,910	325,358	2,068,607	2,031,833	36,774	2,293,412	2,978,526	2,978,526	-	909,919	69%
SUBTOTAL - Federal Revenue	55,268	4,175	(2,376)	64,799	418,802	29,354	1,155,460	106,345	121,354	401,154	2,354,335	2,310,371	43,964	4,016,521	3,540,557	3,626,028	85,471	1,271,693	65%
Other State Revenue																			
8311 SpEd Revenue	99,588	75,608	180,898	164,526	161,617	208,572	162,989	88,541	356,231	181,678	1,680,249	1,715,722	(35,472)	2,148,623	2,260,653	2,179,284	(81,369)	499,035	77%
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	101,077	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	88,206	99,997	185,600	-	-	373,803	333,203	40,600	1,377,779	780,238	780,238	-	406,435	48%
8560 StateLotteryRev	-	-	16,384	79,257	-	128,898	0	54,170	226,729	-	505,438	429,277	76,161	778,564	778,564	778,564	-	273,126	65%
8590 AllOthStateRev	6,191	-	150,000	350,242	359,190	28,653	(10,845)	15,303	604,205	243,612	1,746,550	1,713,993	32,557	1,694,312	2,599,037	2,296,283	(302,754)	549,733	76%
SUBTOTAL - Other State Revenue	105,779	75,608	347,283	594,025	520,807	325,431	381,039	289,444	1,014,606	652,019	4,306,041	4,192,195	113,846	6,100,356	6,418,492	6,034,370	(384,123)	1,728,329	71%
Local Revenue																			
8600 Other Local Revenue	-	-	25,000	-	-	(25,000)	86,469	149,222	-	-	235,691	236,000	(309)	-	252,422	252,422	-	16,731	93%
8634 StudentLunchFee	0	-	728	(0)	-	0	(0)	25,006	23	-	25,756	30,278	(4,521)	47,940	-	-	-	(25,756)	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	1,500	(1,500)	2,500	2,500	2,500	-	2,500	0%
8660 Interest	869	362	1,308	425	649	1,629	914	953	594	1,304	9,006	6,378	2,628	4,376	9,376	9,376	-	370	96%
8698 OthRev-Suspense	2,458	(2,351)	0	-	-	-	(0)	0	-	-	107	43	64	-	-	-	-	(107)	-
8699 Other Revenue	15,638	447,258	(394,557)	297,704	22,132	41,548	83,693	46,264	95,122	35,289	690,090	649,525	40,565	362,557	484,981	548,054	63,074	(142,036)	126%
8701 CMO Fee - MSA-1	-	165,806	82,903	82,903	82,903	82,903	82,903	82,903	82,903	82,903	829,029	829,029	-	994,835	994,835	994,835	-	165,806	83%
8702 CMO Fee - MSA-2	-	149,815	74,908	74,908	74,908	74,908	74,908	74,908	74,908	74,908	749,077	749,077	-	898,892	898,892	898,892	-	149,815	83%
8703 CMO Fee - MSA-3	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	825,920	825,920	-	991,104	991,104	991,104	-	165,184	83%
8704 CMO Fee - MSA-4	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	64,714	64,714	-	77,657	77,657	77,657	-	12,943	83%
8705 CMO Fee - MSA-5	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	86,044	86,044	-	103,253	103,253	103,253	-	17,209	83%
8706 CMO Fee - MSA-6	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	38,710	38,710	-	46,452	46,452	46,452	-	7,742	83%
8707 CMO Fee - MSA-7	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	413,987	413,987	-	496,785	496,785	496,785	-	82,798	83%
8708 CMO Fee - MSA-8	-	165,239	82,620	82,620	82,620	82,620	82,620	82,620	82,620	82,620	826,197	826,197	-	991,436	991,436	991,436	-	165,239	83%
8709 CMO Fee - MSA-SA	-	269,311	89,770	89,770	89,770	89,770	(527,350)	101,042	101,042	33,681	336,808	401,042	(64,234)	997,937	404,170	404,170	-	67,362	83%
8712 CMO Fee - MSA-SD	-	68,286	34,143	34,143	34,143	34,143	34,143	34,143	34,143	34,143	341,428	341,428	-	409,714	409,714	409,714	-	68,286	83%
8791 SpEd Revenue (Local)	1,581	4,867	-	-	-	-	-	-	-	-	6,448	2,579	3,869	-	45,000	45,000	-	38,552	14%
8802 Private Donations/Grants	1,581	-	-	-	-	227,919	(25,000)	1,500	-	-	206,000	203,600	2,400	-	229,500	229,500	-	23,500	90%
8803 Fundraising	1,581	-	-	-	-	-	58,023	-	-	-	59,604	59,841	(238)	-	60,000	60,000	-	396	99%
8999 Revenues-Susp	15,228	2,868	2,926	(5,906)	48,381	21,711	(32,900)	248,329	(205,284)	4,879	100,231	52,308	47,924	-	-	-	-	(100,231)	-
SUBTOTAL - Local Revenue	181,873	1,414,399	142,686	799,504	578,443	572,168	202,809	900,574	559,730	492,663	5,844,849	5,818,201	26,648	6,425,437	6,498,077	6,561,151	63,074	716,302	89%
TOTAL REVENUE	1,079,581	3,638,235	2,835,945	5,506,084	4,565,095	3,990,246	5,967,656	4,859,159	6,224,331	4,486,974	43,153,307	43,012,057	141,250	58,336,266	56,279,742	56,044,164	(235,578)	12,890,857	77%

April 2019 Monthly Update
Actuals through April 30, 2019)

MSA Consolidated	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
EXPENSES DETAIL																			
Certificated Salaries																			
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	1,117,965	10,760,325	10,743,414	16,911	14,332,880	13,843,072	13,819,775	(23,297)	3,059,450	78%
1300 Cert Adminis	435,026	317,339	303,147	312,228	298,448	300,750	296,018	313,576	322,850	306,470	3,205,853	3,200,092	5,761	3,819,599	3,672,886	3,662,886	(10,000)	457,033	88%
SUBTOTAL - 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	1,424,435	13,966,177	13,943,506	22,672	18,152,479	17,515,957	17,482,661	(33,297)	3,516,483	80%
Classified Salaries																			
2400 Clerical & Tech	210,709	220,645	249,610	231,899	228,073	247,451	251,138	242,049	236,203	242,807	2,360,584	2,364,351	(3,767)	3,095,373	3,453,281	3,453,281	-	1,092,697	68%
2900 OtherClassStaff	165,985	257,492	302,426	305,157	290,877	293,203	262,014	283,574	287,174	314,450	2,762,352	2,685,175	77,177	2,451,121	3,182,674	3,171,210	(11,463)	408,858	87%
SUBTOTAL - Classified Salaries	376,694	478,137	552,036	537,056	518,951	540,653	513,151	525,623	523,377	557,258	5,122,936	5,049,527	73,410	5,546,494	6,635,954	6,624,491	(11,463)	1,501,555	77%
Employee Benefits																			
3101 STRS	83,107	236,652	243,964	248,362	239,344	245,932	236,442	242,738	242,447	239,114	2,258,101	2,304,956	(46,855)	2,796,082	2,916,278	2,916,278	-	658,177	77%
3202 PERS	35,942	56,990	64,437	63,437	58,329	62,941	65,887	62,118	60,805	67,690	598,575	560,029	38,546	628,298	704,436	704,436	-	105,861	85%
3301 OASDI/Med	40,241	54,525	58,959	57,451	55,127	56,597	58,032	57,992	57,381	60,442	556,748	529,769	26,979	735,007	769,116	769,116	-	212,368	72%
3401 HlthWelfare	7,024	406,073	127,670	270,932	204,107	16,982	561,236	14,922	109,814	235,784	1,954,545	2,029,617	(75,072)	3,698,133	3,833,179	3,830,179	(3,000)	1,875,635	51%
3501 UnemployIns	635	4,130	1,344	2,399	38,735	507	17,706	6,409	1,986	592	74,443	93,292	(18,848)	47,085	48,484	48,484	-	(25,959)	154%
3601 WorkersCmp	58,445	19,480	19,482	19,482	19,482	-	22,344	21,330	37,435	19,483	236,963	207,718	29,245	266,854	257,732	257,732	-	20,770	92%
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	4,725	49,909	54,144	(4,235)	182,160	182,174	182,174	-	132,265	27%
SUBTOTAL - Employee Benefits	229,686	783,285	521,457	667,398	620,316	387,778	1,001,857	419,791	514,612	627,830	5,790,382	5,831,236	(40,854)	8,353,618	8,711,400	8,708,400	(3,000)	2,918,018	66%
Books & Supplies																			
4100 Text&CoreCurric	-	121,717	64,408	8,129	20,064	9,016	19,776	27,761	922	133	271,928	326,070	(54,142)	231,530	383,077	384,627	1,550	112,699	71%
4200 BooksOthRefMats	-	-	-	-	49	-	412	5,190	(98)	132	5,684	18,169	(12,485)	42,582	20,244	20,244	-	14,560	28%
4310 Ins Mats & Sups	-	1,830	14,977	2,806	4,344	10,817	9,452	22,553	579	10,646	78,003	113,728	(35,725)	335,268	768,119	681,637	(86,482)	603,634	11%
4315 OthrSupplies	-	-	854	1,163	2,819	2,698	281	2,229	785	1,480	12,309	14,884	(2,575)	10,000	35,872	24,091	(11,781)	11,782	51%
4320 Office Supplies	-	(130)	10,488	7,323	2,809	3,896	23,574	9,126	3,791	4,744	65,622	74,415	(8,793)	140,335	126,535	127,885	1,350	62,263	51%
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	900	(900)	1,500	1,500	1,500	-	1,500	0%
4326 Arts&MusicSupps	-	-	105	-	-	883	-	256	1,395	16	2,655	7,840	(5,185)	34,960	17,235	17,235	-	14,580	15%
4335 PE Supplies	-	-	-	47	-	1,207	4,974	271	3,003	670	10,171	11,180	(1,009)	42,740	51,968	52,968	1,000	42,797	19%
4340 Educat Software	-	18,158	55,884	32,648	36,208	-	40,182	91,009	4,850	450	279,389	257,936	21,453	436,955	413,441	406,974	(6,467)	127,586	69%
4345 NonInstStdntSup	1,693	616	5,247	2,716	22	107	3,740	6,781	802	557	22,281	40,538	(18,257)	62,212	64,391	79,413	15,022	57,132	28%
4346 TeacherSupplies	1,270	-	214	-	56	421	197	884	157	156	3,355	8,533	(5,178)	22,875	24,785	23,535	(1,250)	20,180	14%
4350 Cust. Supplies	-	-	4,182	7,113	4,170	3,362	4,825	5,890	2,946	5,829	38,315	38,983	(667)	67,248	57,248	64,248	7,000	25,933	60%
4351 Yearbook	-	-	-	-	-	-	849	-	-	-	849	5,243	(4,394)	3,828	7,103	8,173	1,070	7,324	10%
4390 Uniforms	-	-	-	-	-	-	-	-	-	-	-	618	(618)	3,030	3,030	1,030	(2,000)	1,030	0%
4400 NonCapEquip-Gen	-	-	5,328	1,334	2,677	-	4,527	473	5	4,842	19,186	26,992	(7,805)	66,579	51,138	51,038	(100)	31,852	38%
4410 ClssrmFrnEqp<5k	-	(396)	-	-	4,809	-	10,950	(0)	-	-	15,363	18,090	(2,727)	17,714	19,014	19,908	894	4,545	77%
4430 OffceFurnEqp<5k	-	-	12	685	250	-	8,839	3,064	-	706	13,556	19,286	(5,730)	50,422	35,434	35,434	-	21,878	38%
4440 Computers <$5k	2,485	-	174	1,110	-	2,889	1,984	4,687	1,730	-	15,059	37,355	(22,296)	82,332	63,977	72,036	8,058	56,977	21%
4460 Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	5,063	5,063		5,063		17,000	12,000	(5,000)	6,937	42%
4710 Food	-	(11)	-	-	-	-	86,615	25,975	4,405	-	116,984	112,782	4,203	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	1,911	36,786	72,045	(35,259)	91,123	147,133	129,548	(17,585)	92,761	28%
4990 Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	3,600	(3,600)	-	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)	522,370	870,594	769,891	100,703	-	-	-	-	(870,594)	-
SUBTOTAL - Books and Supplies	8,535	207,482	335,221	184,714	268,102	186,319	6,038	205,643	(78,607)	559,707	1,883,153	1,979,077	(95,924)	3,462,686	2,486,246	2,436,536	(49,710)	553,383	77%

April 2019 Monthly Update Actuals through April 30, 2019) **MSA Consolidated**							**Year To Date**								**Annual Budget**					
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
Services & Other Operating Expenses																			
5101 CMO Fees	142,938	961,395	507,281	507,281	507,281	507,281	(109,840)	518,553	518,553	451,192	4,511,915	4,516,149	(4,234)	6,008,065	5,414,298	5,414,298	-	902,383	83%
5205 Conference Fees	678	-	-	-	1,165	1,400	450	7,474	(3,296)	750	8,622	18,490	(9,869)	89,070	60,109	59,109	(1,000)	50,487	15%
5210 MilesParkTolls	2,178	4,267	2,991	5,830	5,445	3,186	6,935	609	6,505	5,436	43,382	43,315	67	142,425	138,725	136,975	(1,750)	93,594	32%
5215 TravConferences	-	-	-	-	-	21	889	(367)	-	1,161	1,703	2,256	(553)	6,061	17,761	17,761	-	16,058	10%
5220 TraLodging	-	20	879	2,062	279	142	1,461	4,002	4,034	(957)	11,922	27,801	(15,879)	119,485	153,907	168,198	14,291	156,276	7%
5300 DuesMemberships	75	6,913	10,258	89	168	51,570	4,947	7,131	8,343	1,816	91,311	112,956	(21,645)	107,349	162,448	162,148	(300)	70,837	56%
5450 Other Insurance	54,193	18,066	21,740	28,795	18,064	-	20,009	16,119	40,819	18,064	235,869	217,995	17,875	274,731	274,731	274,731	-	38,861	86%
5500 OpsHousekeeping	2,270	5,079	6,554	16,996	9,182	20,099	10,579	13,020	14,950	15,626	114,355	116,330	(1,975)	270,376	214,321	227,266	12,945	112,911	50%
5510 Gas & Electric	3,689	30,166	25,902	31,000	21,342	5,296	20,934	18,647	34,951	15,227	207,156	213,792	(6,636)	317,926	302,926	310,926	8,000	103,770	67%
5610 Rent & Leases	79,609	264,984	311,101	354,695	169,692	49,722	392,019	125,250	232,409	385,114	2,364,594	2,377,542	(12,948)	3,904,429	3,894,223	3,594,770	(299,453)	1,230,176	66%
5620 EquipmentLeases	8,296	14,730	18,004	16,715	15,789	12,287	16,240	19,675	19,586	10,387	151,709	148,695	3,014	210,739	224,739	234,239	9,500	82,530	65%
5630 Reps&MaintBldng	-	33,577	26,679	12,872	9,792	15,420	6,571	3,620	2,708	247	111,487	135,956	(24,468)	275,114	200,290	191,290	(9,000)	79,803	58%
5800 ProfessServices	10,284	51,034	90,685	68,447	82,321	17,255	40,382	36,694	41,095	28,468	466,666	529,009	(62,343)	2,112,509	1,059,737	1,038,754	(20,983)	572,089	45%
5810 Legal	1,919	15,775	44,678	85,539	11,933	32,829	25,359	2,830	12,903	2,044	235,810	264,450	(28,640)	518,899	858,745	849,345	(9,400)	613,536	28%
5811 Property Tax	-	-	-	-	3,393	-	-	-	-	-	3,393	5,430	(2,036)	-	3,393	3,393	-	-	100%
5813 SchPrgAftSchool	-	2,250	61,386	61,304	30,912	30,652	39,564	31,874	39,288	72,670	369,900	402,684	(32,784)	648,393	412,082	420,040	7,957	50,140	88%
5814 SchPrgAcadComps	-	694	225	2,100	998	220	2,311	1,458	4,063	2,007	14,075	28,004	(13,929)	62,253	57,253	55,253	(2,000)	41,178	25%
5819 SchlProgs-Other	-	7,600	6,873	1,421	1,932	4,586	7,621	2,395	3,149	40,576	76,151	77,658	(1,506)	92,983	103,976	190,056	86,080	113,904	40%
5820 Audit & CPA	-	875	-	148	-	58,669	700	4,863	-	2,380	67,635	92,617	(24,982)	152,716	172,716	180,716	8,000	113,081	37%
5825 DMSBusinessSvcs	-	103,404	-	69,130	34,468	34,468	35,332	35,332	35,332	35,463	382,928	380,841	2,088	500,000	500,000	500,000	-	117,072	77%
5835 Field Trips	2,885	718	6,302	27,299	13,565	1,591	2,967	32,733	19,274	10,853	118,185	107,938	10,248	203,840	226,202	251,603	25,401	133,417	47%
5836 FieldTrip Trans	-	9,579	6,386	6,386	6,386	3,193	6,386	10,667	10,341	10,624	69,948	72,474	(2,526)	63,860	92,215	92,839	624	22,891	75%
5840 MarkngStdtRecrt	-	270	16,898	14,536	3,284	12,534	12,252	9,668	7,943	4,769	82,153	97,405	(15,252)	191,799	182,588	190,733	8,145	108,580	43%
5850 Oversight Fees	6,161	18,806	54,840	(36,377)	8,214	8,214	14,527	14,375	11,451	15,754	115,965	107,291	8,674	418,674	418,674	418,674	-	302,709	28%
5857 Payroll Fees	-	1,873	-	-	-	1,669	15,561	11,794	15,426	13,470	59,792	65,056	(5,263)	208,366	205,730	203,230	(2,500)	143,438	29%
5860 Service Fees	7,910	307	(5,160)	3,704	225	435	525	58	166	965	9,135	13,625	(4,490)	33,492	37,756	37,756	-	28,621	24%
5861 Prior Year Services	-	-	-	-	-	12,224	5,956	-	-	-	18,180	25,514	(7,334)	-	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	9,790	71,666	94,436	(22,770)	224,534	242,953	238,076	(4,877)	166,410	30%
5864 Prof Dev-Other	-	1,677	11,016	10,094	17,805	2,607	39,358	19,493	7,963	26,100	136,113	112,755	23,358	420,692	368,022	364,022	(4,000)	227,909	37%
5869 SpEd Ctrct Inst	12,337	750	5,444	6,646	23,355	12,742	119,643	89,839	83,032	71,082	424,869	462,939	(38,071)	-	969,806	970,630	824	545,762	44%
5872 SpEd Fees	10,110	10,110	6,740	(0)	-	0	(3,519)	(0)	-	-	23,441	36,705	(13,264)	-	278,743	278,743	-	255,302	8%
5875 StaffRecruiting	-	1,223	173	3,288	245	575	-	-	1,272	294	7,070	8,258	(1,188)	15,309	15,396	15,396	-	8,326	46%
5884 Substitutes	-	10,257	59,732	32,855	84,729	40,434	31,115	109,692	111,456	67,398	547,668	555,912	(8,244)	480,700	649,014	687,814	38,800	140,146	80%
5890 OthSvcsNon-Inst	3,388	-	5,815	2,197	4,874	-	10,533	20,149	2,358	1,057	50,372	47,131	3,242	231,904	2,191,251	2,188,106	(3,145)	2,137,733	2%
5900 Communications	655	1,732	145	2,556	1,500	-	5,438	1,060	-	1,017	14,104	17,108	(3,004)	108,733	52,689	52,939	250	38,836	27%
5920 TelecomInternet	6,317	8,598	11,005	7,102	2,992	8,734	14,736	8,474	20,116	8,353	96,428	75,469	20,959	502,422	79,057	136,905	57,848	40,478	70%
5930 PostageDelivery	-	6,460	652	3,354	504	13	8,407	31	802	665	20,889	48,588	(27,699)	84,330	82,728	82,728	-	61,839	25%
5940 Technology	-	7,796	5,400	21,164	15,234	4,864	18,731	32,502	10,906	5,930	122,526	130,158	(7,632)	216,765	594,262	531,022	(63,240)	408,495	23%
SUBTOTAL - Services & Operatio	355,890	1,601,449	1,325,122	1,376,559	1,115,911	956,591	834,437	1,231,839	1,325,494	1,335,793	11,459,086	11,790,727	(331,641)	19,218,942	20,937,545	20,794,562	(142,982)	9,335,476	55%

April 2019 Monthly Update Actuals through April 30, 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	Apr 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
Capital Outlay & Depreciation																			
6100 Site Imp (Pre-Capitalization)	-	12,800	-	-	-	-	7,819	83,021	2,065	24,517	130,222	115,619	14,603	-	677,569	1,292,569	615,000	1,162,347	10%
6400 EquipFixed	-	-	5,845	22,233	39,396	-	62,864	1,225	6,459	15,860	153,881	167,132	(13,251)	-	246,233	292,797	46,564	138,916	53%
6900 Depreciation	-	-	-	335,081	-	-	-	45,092	47,550	18,528	446,251	454,138	(7,887)	1,005,243	1,005,243	1,000,556	(4,687)	554,305	45%
SUBTOTAL - Cap Outlay & Depre	-	12,800	5,845	357,314	39,396	-	70,683	129,338	56,074	58,905	730,354	736,889	(6,535)	1,005,243	1,929,045	2,585,922	656,878	1,855,568	28%
Other Outflows																			
7299 Encroachment	-	10,110	(40,996)	13,479	13,480	13,480	17,357	23,676	9,080	9,770	69,436	110,246	(40,811)	278,743	-	0	0	(69,436)	0%
7438 InterestExpense	43,042	45,056	129,934	45,056	-	80,597	27,486	104,277	-	86,114	561,561	561,170	391	595,203	595,203	595,203	-	33,642	94%
SUBTOTAL - Other Outflows	43,042	55,165	88,938	58,535	13,480	94,077	44,844	127,953	9,080	95,885	630,997	671,417	(40,420)	873,946	595,203	595,203	0	(35,794)	106%
TOTAL EXPENSES	1,969,703	4,557,097	4,312,124	4,660,241	4,026,069	3,624,800	3,890,204	4,081,918	3,784,747	4,659,812	39,583,086	40,002,379	(419,293)	56,613,408	58,811,350	59,227,776	416,425	19,644,689	67%

Monthly Update - Monthly Cash Flow (Actuals + Projections)

All MPS	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr ACTUALS	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	13,516,040	13,160,445	13,322,204	12,142,436	13,603,311	14,045,272	14,537,762	16,276,486	17,031,774	19,349,368	19,294,597	18,161,671		
Revenue														
LCFF Entitlement	736,660	2,144,053	2,348,354	4,047,756	3,047,043	3,063,293	4,228,349	3,562,796	4,528,641	2,941,139	3,669,813	3,669,813	1,834,907	39,822,616
Federal Revenue	55,268	4,175	(2,376)	64,799	418,802	29,354	1,155,460	106,345	121,354	401,154	474,489	474,489	237,244	3,540,557
Other State Revenues	105,779	75,608	347,283	594,025	520,807	325,431	381,039	289,444	1,014,606	652,019	844,981	844,981	422,490	6,418,492
Other Local Revenues	181,873	1,414,399	142,686	799,504	578,443	572,168	202,809	900,574	559,730	492,663	388,813	388,813	(124,398)	6,498,077
Total Revenue	1,079,581	3,638,235	2,835,945	5,506,084	4,565,095	3,990,246	5,967,656	4,859,159	6,224,331	4,486,974	5,378,096	5,378,096	2,370,243	56,279,742
Expenses														
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	1,424,435	1,378,268	1,378,268	782,620	17,505,332
Classified Salaries	376,694	478,137	552,036	537,056	518,951	540,653	513,151	525,623	523,377	557,258	549,593	549,593	475,779	6,697,901
Benefits	229,686	783,285	521,457	667,398	620,316	404,149	1,001,857	419,791	514,612	627,830	979,021	979,021	919,121	8,667,546
Books and Supplies	8,535	207,482	335,221	184,714	268,102	186,319	6,038	205,643	(78,607)	559,707	271,049	271,049	(84,640)	2,340,612
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	1,335,793	3,106,671	3,106,671	2,790,492	20,462,921
Depreciation / Cap Outlay	-	12,800	5,845	357,314	39,396	-	70,683	129,338	56,074	58,905	308,086	308,086	1,232,862	2,579,387
Other Outflows	43,042	55,165	88,938	58,535	13,480	94,077	44,844	127,953	9,080	95,885	(14,318)	(14,318)	(47,578)	554,784
Total Expenses	1,969,703	4,557,097	4,312,124	4,660,241	4,026,069	3,641,171	3,890,204	4,081,918	3,784,747	4,659,812	6,578,370	6,578,370	6,068,656	58,808,483
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	1,696,073	1,308,230	148,515	191,918	111,488	27,174	5,810	-	427,965	47,711	-	-		3,964,884
Accounts Receivable - Current Year	-	-	-	-	-	-	475,820	(44,660)	23,256	(3,662)	-	-		450,754
Other Assets/Accrual Adj	218,092	261,413	98,728	200,110	108,773	128,835	(392,524)	(256,315)	(581,270)	36,428	-	-		(177,729)
Fixed Assets	-	-	-	222,430	(27,162)	34,018	(198,237)	248,314	(78,959)	303	30,370	30,370		261,447
Due To (From)	(102,094)	(315,616)	(283,756)	(82,105)	(89,770)	(89,770)	-	-	(100,000)	(100,000)	-	186,486		(976,625)
Expenses - Prior Year Accruals	(1,316,953)	(202,943)	(4,666)	-	-	-	-	-	-	-	-	-		(1,524,562)
Accounts Payable - Current Year	-	(9,872)	404,314	38,200	(244,872)	6,180	(266,577)	(2,105)	262,356	100,307	-	-		287,932
Summerholdback for Teachers	39,408	39,408	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479		523,606
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)	-	-	(111,204)	-	-	(7,500)	(7,500)	(11,667)	(119,816)	(7,500)	(7,500)	(7,500)		(280,187)
Total Other Transactions	534,527	1,080,621	296,410	615,033	(97,065)	143,415	(338,729)	(21,953)	(121,989)	118,067	67,349	253,835		2,529,520
Total Change in Cash	(355,595)	161,759	(1,179,768)	1,460,875	441,961	492,490	1,738,723	755,288	2,317,595	(54,771)	(1,132,926)	(946,440)		778
ENDING CASH	13,160,445	13,322,204	12,142,436	13,603,311	14,045,272	14,537,762	16,276,486	17,031,774	19,349,368	19,294,597	18,161,671	17,215,232		

<<< = 107 days cash

April 2019 Monthly Update Actuals through April 30, 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	Apr 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	-		
SUMMARY																			
Revenue																			
LCFF Entitlement	75,698	343,603	293,142	657,398	446,920	446,920	657,400	522,610	834,648	502,042	4,780,381	4,806,071	(25,691)	6,879,059	6,427,154	6,427,154	-	1,646,773	74%
Federal Revenue	-	1,840	-	-	78,178	-	351,611	29,533	-	106,383	567,545	567,028	517	1,178,414	1,215,093	1,222,883	7,790	655,338	46%
Other State Revenues	12,965	-	86,302	23,337	94,521	39,809	55,520	50,493	260,057	312,116	935,121	931,448	3,672	1,388,951	1,372,354	1,061,811	(310,544)	126,690	88%
Other Local Revenues	6,000	-	2,278	7,435	13,155	20,418	202,829	56,751	17,200	4,730	330,797	328,407	2,390	64,182	324,392	330,070	5,678	(727)	100%
Total Revenue	**94,663**	**345,443**	**381,722**	**688,171**	**632,773**	**507,147**	**1,267,359**	**659,387**	**1,111,905**	**925,271**	**6,613,843**	**6,632,955**	**(19,112)**	**9,510,606**	**9,338,993**	**9,041,918**	**(297,076)**	**2,428,074**	**73%**
Expenditures																			
Certificated Salaries	154,335	268,954	231,137	229,542	228,277	230,399	215,181	233,275	240,558	230,360	2,262,017	2,248,005	14,012	2,788,888	2,716,938	2,716,938	-	454,921	83%
Classified Salaries	42,241	44,889	60,287	51,294	50,226	57,086	56,662	59,776	56,731	62,841	542,033	527,852	14,181	610,005	721,660	721,660	-	179,627	75%
Benefits	28,667	107,975	89,460	56,165	132,547	58,077	133,161	62,630	67,052	92,905	828,639	832,269	(3,631)	1,187,476	1,228,220	1,228,220	-	399,581	67%
Books and Supplies	1,270	66,710	39,854	68,356	29,939	37,041	(28,494)	14,532	362	73,272	302,842	341,632	(38,790)	577,771	568,980	538,908	(30,072)	236,066	56%
Services and Operating Exp.	11,951	325,251	240,732	245,821	239,035	244,072	246,220	239,674	243,882	265,882	2,302,520	2,338,395	(35,874)	3,592,319	3,599,223	3,332,219	(267,004)	1,029,699	69%
Depreciation & Cap Outlay	-	-	5,845	23,824	-	-	-	23,824	5,956	5,956	65,405	76,518	(11,113)	71,472	394,383	394,383	-	328,979	17%
Other Outflows	-	-	(3,519)	-	-	-	3,519	-	-	-	-	-	-	15,494	-	-	-	-	-
Total Expenditures	**238,463**	**813,779**	**663,795**	**675,003**	**680,024**	**626,676**	**626,248**	**633,710**	**614,541**	**731,217**	**6,303,456**	**6,364,671**	**(61,215)**	**8,843,426**	**9,229,404**	**8,932,328**	**(297,076)**	**2,628,873**	**71%**
Net Revenues											**310,387**	**268,284**	**42,103**	**667,180**	**109,589**	**109,589**	**-**	**(200,798)**	

Fund Balance		**Fund Balance**		
Beginning Balance (Audited)		Beginning Balance (Audited)	4,811,844	
Net Revenues		Net Revenues	109,589	
Ending Fund Balance		**Ending Fund Balance**	**4,921,433**	
Components of Ending Fund Balance		**Components of Fund Bal.**		
Available For Economic Uncertainty		Available For Econ. Uncert.	3,542,424	39.7% of Expenditures
Restricted Balances (Est.)		Restricted Balances (Est.)	613,863	6.9% of Expenditures
Net Fixed Assets		Net Fixed Assets	765,146	8.6% of Expenditures
Ending Fund Balance		**Ending Fund Balance**	**4,921,433**	**55.1% of Expenditures**

DMS
DELTA MANAGED SOLUTIONS

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 ($297,076), 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 $7,790 higher 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 ($310,544) 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 $5,678 higher 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 ($297,076), or -3.2% 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 ($30,072) 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 ($267,004) 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.

DMS
DELTA MANAGED SOLUTIONS

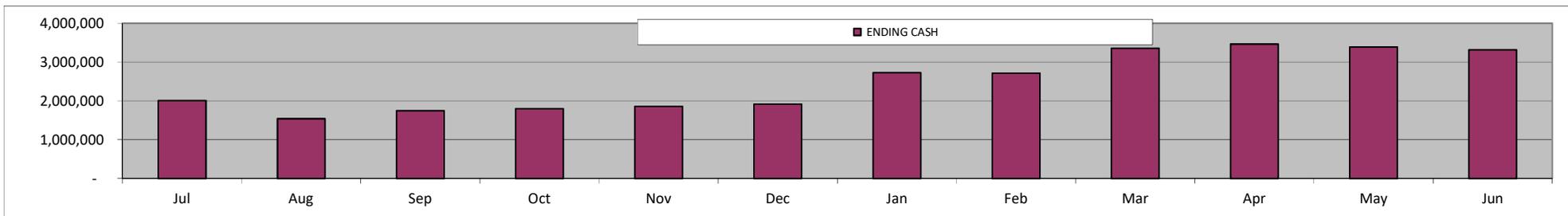| April 2019 Monthly Update (Actuals through April 30, 2019)	Year To Date													Annual Budget					
MSA 1	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
REVENUE DETAIL																			
LCFF Entitlement																			
8011 State Aid	-	192,222	192,222	345,999	345,999	345,999	345,999	345,999	411,195	411,195	2,936,829	2,828,431	108,398	4,740,643	4,196,773	4,196,773	-	1,259,944	70%
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	(1,540)	138	8	130	-	-	-	-	(138)	-
8096 InLieuPropTaxes	75,690	151,381	100,920	100,920	100,921	100,921	100,921	176,611	142,073	92,387	1,142,745	1,256,674	(113,929)	1,350,271	1,381,782	1,381,782	-	239,037	83%
SUBTOTAL - LCFF Entitlement	75,698	343,603	293,142	657,398	446,920	446,920	657,400	522,610	834,648	502,042	4,780,381	4,806,071	(25,691)	6,879,059	6,427,154	6,427,154	-	1,646,773	74%
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	45,399	(45,399)	67,875	67,875	75,665	7,790	75,665	0%
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	271,704	-	-	-	-	-
8290 All Other Federal Revenue	-	1,840	-	-	78,178	-	351,611	29,533	-	106,383	567,545	521,629	45,916	838,835	1,147,218	1,147,218	-	579,673	49%
SUBTOTAL - Federal Revenue	-	1,840	-	-	78,178	-	351,611	29,533	-	106,383	567,545	567,028	517	1,178,414	1,215,093	1,222,883	7,790	655,338	46%
Other State Revenue																			
8311 SpEd Revenue	12,965	-	36,302	23,337	23,337	23,337	23,337	-	57,860	28,930	229,405	259,073	(29,668)	319,485	319,485	311,695	(7,790)	82,290	74%
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	-	-	39,575	67,111	55,073	12,038	118,736	118,736	118,736	-	51,625	57%
8590 AllOthStateRev	-	-	50,000	-	71,184	-	4,647	15,840	202,197	243,612	587,480	600,831	(13,351)	732,213	821,434	518,681	(302,754)	(68,799)	113%
SUBTOTAL - Other State Revenue	12,965	-	86,302	23,337	94,521	39,809	55,520	50,493	260,057	312,116	935,121	931,448	3,672	1,388,951	1,372,354	1,061,811	(310,544)	126,690	88%
Local Revenue																			
8600 Other Local Revenue	-	-	-	-	-	-	46,192	-	-	-	46,192	50,000	(3,808)	-	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	4,730	70,199	74,657	(4,459)	55,000	70,000	75,678	5,678	5,479	93%
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	203,600	2,400	-	204,500	204,500	-	(1,500)	101%
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8999 Revenues-Susp	-	-	-	(0)	13,155	20,418	(33,423)	50,522	(42,266)	(0)	8,406	150	8,256	-	-	-	-	(8,406)	-
SUBTOTAL - Local Revenue	6,000	-	2,278	7,435	13,155	20,418	202,829	56,751	17,200	4,730	330,797	328,407	2,390	64,182	324,392	330,070	5,678	(727)	100%
TOTAL REVENUE	94,663	345,443	381,722	688,171	632,773	507,147	1,267,359	659,387	1,111,905	925,271	6,613,843	6,632,955	(19,112)	9,510,606	9,338,993	9,041,918	(297,076)	2,428,074	73%

April 2019 Monthly Update (Actuals through April 30, 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	Apr 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
EXPENDITURES DETAIL																		
Certificated Salaries																		
1100 TeacherSalaries	98,617	181,471	196,238	187,001	187,951	194,975	182,621	191,551	188,055	194,886	1,803,364	1,793,933	9,431	2,234,641	2,275,331	2,275,331	-	471,966	79%
1300 Cert Adminis	55,718	87,483	34,899	42,541	40,326	35,424	32,560	41,724	52,503	35,474	458,653	454,072	4,581	554,247	441,607	441,607	-	(17,045)	104%
SUBTOTAL - Certificated Salaries	154,335	268,954	231,137	229,542	228,277	230,399	215,181	233,275	240,558	230,360	2,262,017	2,248,005	14,012	2,788,888	2,716,938	2,716,938	-	454,921	83%
Classified Salaries																		
2400 Clerical & Tech	10,965	7,988	11,455	4,234	5,860	11,262	10,078	11,060	10,444	11,188	94,534	91,408	3,126	191,328	131,491	131,491	-	36,957	72%
2900 OtherClassStaff	31,276	36,900	48,832	47,060	44,366	45,823	46,584	48,716	46,287	51,653	447,499	436,444	11,054	418,677	590,169	590,169	-	142,670	76%
SUBTOTAL - Classified Salaries	42,241	44,889	60,287	51,294	50,226	57,086	56,662	59,776	56,731	62,841	542,033	527,852	14,181	610,005	721,660	721,660	-	179,627	75%
Employee Benefits																		
3102 STRS	12,993	35,703	36,381	37,077	35,686	38,404	36,472	38,002	40,049	37,742	348,509	341,289	7,220	421,268	432,441	432,441	-	83,932	81%
3202 PERS	3,982	7,274	9,416	9,143	7,930	8,882	8,517	8,365	8,548	9,305	81,363	90,810	(9,447)	110,179	125,944	125,944	-	44,581	65%
3301 OASDI/Med	5,210	6,178	7,597	7,323	7,050	7,326	7,550	8,129	7,423	8,517	72,302	73,713	(1,411)	99,582	104,152	104,152	-	31,849	69%
3401 HlthWelfare	-	55,041	32,530	-	41,835	3,236	69,997	2,778	3,641	34,823	243,882	252,640	(8,758)	493,740	504,484	504,484	-	260,602	48%
3501 UnemployIns	-	1,591	1,344	450	37,877	224	8,428	3,171	893	346	54,324	49,913	4,411	24,436	24,816	24,816	-	(29,508)	219%
3601 WorkersCmp	6,482	2,161	2,161	2,161	2,161	-	2,161	2,161	6,483	2,161	28,092	23,910	4,182	38,272	36,371	36,371	-	8,279	77%
3701 Other Retirement											-	-	-		-	-	-	-	-
3901 OthBenes	-	26	30	12	7	6	36	23	15	11	167	(4)	171		14	14	-	(153)	1175%
SUBTOTAL - Employee Benefits	28,667	107,975	89,460	56,165	132,547	58,077	133,161	62,630	67,052	92,905	828,639	832,269	(3,631)	1,187,476	1,228,220	1,228,220	-	399,581	67%
Books & Supplies																		
4100 Text&CoreCurric	-	61,672	13,807	929	1,303	-	9,030	551	922	133	88,348	95,240	(6,892)	10,000	110,000	109,595	(405)	21,247	81%
4200 BooksOthRefMats	-	-	-	-	-	-	219	-	-	-	219	277	(58)	15,000	315	315	-	97	69%
4310 Ins Mats & Sups	-	-	4,940	198	-	80	4,991	-	169	339	10,716	20,190	(9,474)	75,000	300,357	274,357	(26,000)	263,641	4%
4315 OthrSupplies	-	-	854	550	2,819	2,698	154	-	667	1,380	9,122	10,362	(1,240)	10,000	14,600	14,600	-	5,478	62%
4320 Office Supplies	-	-	564	171	148	877	2,097	1,295	257	-	5,409	3,612	1,797	10,000	5,000	5,000	-	(409)	108%
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
4326 Arts&MusicSupps	-	-	105	-	-	883	-	10	-	-	998	2,189	(1,192)	15,000	3,000	3,000	-	2,002	33%
4335 PE Supplies	-	-	-	-	-	-	4,208	-	1,580	-	5,788	4,900	888	5,000	6,940	6,940	-	1,152	83%
4340 Educat Software	-	5,024	-	3,157	8,740	-	6,575	12,025	-	450	35,971	37,547	(1,576)	51,130	61,235	59,390	(1,845)	23,419	61%
4345 NonInstStdntSup	-	71	-	-	-	-	(370)	(235)	1,374	(696)	144	4,534	(4,390)	15,000	6,200	8,200	2,000	8,056	2%
4346 TeacherSupplies	1,270	-	-	-	-	-	-	-	-	116	1,386	474	911		60	60	-	(1,326)	2311%
4350 Cust. Supplies	-	-	2,400	1,678	2,017	-	3,359	244	-	2,135	11,833	14,353	(2,521)	30,000	20,000	20,000	-	8,167	59%
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
4390 Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
4400 NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	1,800	(1,800)		3,000	3,000	-	3,000	0%
4410 ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
4430 OffceFurnEqp<5k	-	-	-	-	250	-	3,798	(0)	-	-	4,048	4,679	(631)	20,600	5,100	5,100	-	1,052	79%
4440 Computers <$5k	-	-	-	-	-	-	805	(0)	-	-	805	5,122	(4,317)	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	14,459	(7,684)	12,036	23,173	21,351	(1,822)	14,576	32%
4990 Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
4999 Misc Exp-Suspense	-	(58)	13,984	61,338	14,416	32,504	(65,292)	642	(5,668)	69,415	121,282	121,893	(611)		-	-	-	(121,282)	-
SUBTOTAL - Books and Supplies	1,270	66,710	39,854	68,356	29,939	37,041	(28,494)	14,532	362	73,272	302,842	341,632	(38,790)	577,771	568,980	538,908	(30,072)	236,066	56%

April 2019 Monthly Update (Actuals through April 30, 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	Apr 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
Services & Other Operating Expenses																			
5101 CMO Fees	-	165,806	82,903	82,903	82,903	82,903	82,903	82,903	82,903	82,903	829,029	829,029	-	994,835	994,835	994,835	-	165,806	83%
5205 Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	15,000	-	-	-	-	-
5210 MilesParkTolls	-	-	194	660	23	-	46	36	142	94	1,194	205	989	5,000	-	-	-	(1,194)	-
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	-	-	-	223	-	136	-	540	-	-	899	3,180	(2,281)	2,000	2,601	5,601	3,000	4,702	16%
5300 DuesMemberships	-	1,728	(352)	14	93	5,920	511	0	103	484	8,502	9,226	(724)	10,688	10,688	10,688	-	2,186	80%
5450 Other Insurance	8,241	2,747	2,747	2,747	2,747	-	2,747	2,747	8,241	2,747	35,711	31,071	4,640	33,449	33,449	33,449	-	(2,262)	107%
5500 OpsHousekeeping	546	2,683	2,453	10,063	1,780	11,741	6,070	7,777	2,512	9,450	55,076	52,564	2,512	75,000	60,000	73,145	13,145	18,069	75%
5510 Gas & Electric	-	8,223	4,976	6,796	4,990	2,075	4,442	4,273	7,585	2,858	46,218	45,772	446	100,000	70,000	70,000	-	23,782	66%
5610 Rent & Leases	-	127,658	117,658	117,658	118,408	119,343	119,343	117,658	115,974	117,658	1,071,360	1,078,096	(6,737)	1,387,132	1,387,132	1,084,378	(302,754)	13,019	99%
5620 EquipmentLeases	1,139	5,800	2,912	3,942	1,594	4,531	3,971	3,729	4,036	2,128	33,782	35,985	(2,204)	29,025	37,025	39,025	2,000	5,243	87%
5630 Reps&MaintBldng	-	2,700	14,749	3,314	4,333	12,279	2,770	3,160	1,765	(3,597)	41,472	47,388	(5,915)	69,540	59,580	59,580	-	18,108	70%
5800 ProfessServices	-	4,518	2,280	2,308	8,482	-	3,000	1,916	-	-	22,504	32,692	(10,188)	226,297	95,025	83,025	(12,000)	60,520	27%
5810 Legal	-	-	275	5,900	-	-	(5,900)	-	-	-	275	4,232	(3,957)	20,059	20,059	20,059	-	19,784	1%
5811 Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813 SchPrgAftSchool	-	-	-	-	-	-	253	682	-	1,000	1,935	5,985	(4,049)	109,513	9,237	11,487	2,250	9,552	17%
5814 SchPrgAcadComps	-	-	-	335	-	-	250	-	1,697	850	3,132	4,706	(1,574)	15,000	10,000	10,000	-	6,868	31%
5819 SchlProgs-Other	-	-	288	-	-	750	-	700	-	19,328	21,065	24,848	(3,783)	35,000	35,750	60,750	25,000	39,685	35%
5820 Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	8,249	(8,249)	13,749	13,749	13,749	-	13,749	0%
5825 DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835 Field Trips	-	-	-	604	1,469	-	1,150	2,660	1,974	1,905	9,761	15,366	(5,605)	30,000	30,000	30,000	-	20,239	33%
5836 FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840 MarkngStdtRecrt	-	45	2,483	-	-	2,294	1,750	2,626	600	86	9,884	9,677	207	15,059	15,059	15,059	-	5,175	66%
5850 Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	68,791	68,791	68,791	-	68,791	0%
5857 Payroll Fees	-	-	-	-	-	-	1,816	1,770	2,073	1,509	7,168	13,145	(5,977)	25,750	26,050	26,050	-	18,882	28%
5860 Service Fees	2,025	-	(1,993)	(0)	-	-	-	-	-	-	32	1,404	(1,371)	2,318	2,318	2,318	-	2,286	1%
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863 Prof Developmnt	-	-	235	-	1,035	-	309	520	3,946	6,156	12,202	9,969	2,232	20,000	27,686	26,186	(1,500)	13,984	47%
5864 Prof Dev-Other	-	1,377	-	-	9,000	-	9,088	-	-	7,375	26,840	19,465	7,375	58,000	54,939	54,939	-	28,099	49%
5869 SpEd Ctrct Inst	-	-	-	-	-	-	9,673	-	2,943	8,128	20,743	15,856	4,887	-	100,025	100,025	-	79,282	21%
5872 SpEd Fees	-	-	-	-	-	-	(3,519)	-	-	-	(3,519)	284	(3,803)	-	15,494	15,494	-	19,013	-23%
5875 StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884 Substitutes	-	-	6,412	6,554	1,200	2,100	3,630	600	6,104	4,057	30,657	23,042	7,615	30,900	30,900	35,900	5,000	5,243	85%
5890 OthSvcsNon-Inst	-	-	2,025	-	853	-	-	2,559	-	-	5,438	2,878	2,559	116,809	305,426	304,281	(1,145)	298,843	2%
5900 Communications	-	-	-	46	-	-	-	-	-	-	46	18	27	5,000	-	-	-	(46)	-
5920 TelecomInternet	-	958	487	1,251	125	-	(126)	125	729	762	4,312	3,108	1,203	63,405	5,000	5,000	-	688	86%
5930 PostageDelivery	-	1,009	-	504	-	-	606	-	554	-	2,672	9,515	(6,842)	15,000	15,000	15,000	-	12,328	18%
5940 Technology	-	-	-	-	-	-	1,437	2,692	-	-	4,129	1,437	2,692	-	-	63,405	63,405	59,276	7%
SUBTOTAL - Services & Operations	**11,951**	**325,251**	**240,732**	**245,821**	**239,035**	**244,072**	**246,220**	**239,674**	**243,882**	**265,882**	**2,302,520**	**2,338,395**	**(35,874)**	**3,592,319**	**3,599,223**	**3,332,219**	**(267,004)**	**1,029,699**	**69%**

April 2019 Monthly Update (Actuals through April 30, 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	Apr 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
Capital Outlay & Depreciation																			
6100 Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	298,911	298,911	-	298,911	0%
6400 EquipFixed	-	-	5,845	-	-	-	-	-	-	-	5,845	16,738	(10,893)	-	24,000	24,000	-	18,155	24%
6900 Depreciation	-	-	-	23,824	-	-	-	23,824	5,956	5,956	59,560	59,780	(220)	71,472	71,472	71,472	-	11,912	83%
SUBTOTAL - Cap Outlay & Dep.	-	-	5,845	23,824	-	-	-	23,824	5,956	5,956	65,405	76,518	(11,113)	71,472	394,383	394,383	-	328,979	17%
Other Outflows																			
7299 Encroachment	-	-	(3,519)	-	-	-	3,519	-	-	-	-	-	-	15,494	-	-	-	-	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	-	(3,519)	-	-	-	3,519	-	-	-	-	-	-	15,494	-	-	-	-	-
TOTAL EXPENDITURES	238,463	813,779	663,795	675,003	680,024	626,676	626,248	633,710	614,541	731,217	6,303,456	6,364,671	(61,215)	8,843,426	9,229,404	8,932,328	(297,076)	2,628,873	71%

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	ACTUALS	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	2,044,087	2,006,322	1,539,322	1,747,358	1,802,665	1,859,728	1,918,331	2,729,114	2,712,372	3,357,571	3,463,212	3,390,601	3,317,990	
Revenue														
LCFF Entitlement	75,698	343,603	293,142	657,398	446,920	446,920	657,400	522,610	834,648	502,042	658,709	658,709	329,355	6,427,154
Federal Revenue	-	1,840	-	-	78,178	-	351,611	29,533	-	106,383	259,019	259,019	129,510	1,215,093
Other State Revenues	12,965	-	86,302	23,337	94,521	39,809	55,520	50,493	260,057	312,116	174,893	174,893	87,447	1,372,354
Other Local Revenues	6,000	-	2,278	7,435	13,155	20,418	202,829	56,751	17,200	4,730	800	800	(8,006)	324,392
Total Revenue	**94,663**	**345,443**	**381,722**	**688,171**	**632,773**	**507,147**	**1,267,359**	**659,387**	**1,111,905**	**925,271**	**1,093,422**	**1,093,422**	**538,305**	**9,338,993**
Expenses														
Certificated Salaries	154,335	268,954	231,137	229,542	228,277	230,399	215,181	233,275	240,558	230,360	181,968	181,968	104,996	**2,730,950**
Classified Salaries	42,241	44,889	60,287	51,294	50,226	57,086	56,662	59,776	56,731	62,841	71,851	71,851	50,106	**735,840**
Benefits	28,667	107,975	89,460	56,165	132,547	58,077	133,161	62,630	67,052	92,905	159,833	159,833	76,286	**1,224,590**
Books and Supplies	1,270	66,710	39,854	68,356	29,939	37,041	(28,494)	14,532	362	73,272	106,455	106,455	(15,634)	**500,119**
Services and Operations	11,951	325,251	240,732	245,821	239,035	244,072	246,220	239,674	243,882	265,882	518,681	518,681	(43,537)	**3,296,345**
Depreciation / Cap Outlay	-	-	5,845	23,824	-	-	-	23,824	5,956	5,956	131,591	131,591	54,682	**383,270**
Other Outflows	-	-	(3,519)	-	-	-	3,519	-	-	-	-	-	-	**-**
Total Expenses	**238,463**	**813,779**	**663,795**	**675,003**	**680,024**	**626,676**	**626,248**	**633,710**	**614,541**	**731,217**	**1,170,379**	**1,170,379**	**226,899**	**8,871,113**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	394,636	143,578	7,398	(15,567)	10,951	(22,637)	-	-	-	-	-	-		**518,359**
Accounts Receivable - Current Year			-	-	-	-	475,820	(44,660)	23,256	(3,662)	-	-		**450,754**
Other Assets/Accrual Adj			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	23,824	-	-	-	-	-	-	-	-		**23,824**
Due To (From)	(115,465)	(46,305)	406,014	-	-	-	-	-	-	-	-	-		**244,244**
Expenses - Prior Year Accruals	(177,482)	(100,283)	(4,666)	-	-	-	-	-	-	-	-	-		**(282,431)**
Accounts Payable - Current Year			77,017	29,536	89,017	196,423	(310,494)	(2,105)	120,233	(89,098)	-	-		**110,528**
Summer Holdback for Teachers	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346		**52,152**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**106,035**	**1,336**	**490,109**	**42,139**	**104,314**	**178,132**	**169,672**	**(42,419)**	**147,835**	**(88,414)**	**4,346**	**4,346**		**1,117,430**
Total Change in Cash	**(37,765)**	**(467,000)**	**208,036**	**55,307**	**57,063**	**58,603**	**810,783**	**(16,742)**	**645,199**	**105,641**	**(72,611)**	**(72,611)**		**1,585,310**
ENDING CASH	**2,006,322**	**1,539,322**	**1,747,358**	**1,802,665**	**1,859,728**	**1,918,331**	**2,729,114**	**2,712,372**	**3,357,571**	**3,463,212**	**3,390,601**	**3,317,990**		<<< = 137 days cash

April 2019 Monthly Update (Actuals through April 30, 2019)							Year To Date								Annual Budget				
MSA 2	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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:															422	422	-		
SUMMARY																			
Revenue																			
LCFF Entitlement	63,824	283,685	241,136	539,504	365,965	365,965	539,505	429,789	431,554	329,740	3,590,664	3,610,720	(20,056)	4,916,902	4,679,290	4,679,290	-	1,088,626	77%
Federal Revenue	-	-	-	-	56,269	-	96,574	11,351	6,904	59,521	230,619	222,843	7,776	499,381	312,059	318,816	6,757	88,197	72%
Other State Revenues	10,929	-	30,601	19,672	19,672	32,026	45,612	56,940	36,458	51,341	303,251	296,658	6,594	539,656	497,517	490,760	(6,757)	187,508	62%
Other Local Revenues	0	3,736	1,341	4,874	4,897	-	8,327	42,163	7,861	3,718	76,918	68,721	8,197	33,343	94,185	95,185	1,000	18,267	81%
Total Revenue	74,753	287,421	273,078	564,050	446,803	397,991	690,018	540,242	482,777	444,320	4,201,453	4,198,942	2,510	5,989,282	5,583,050	5,584,050	1,000	1,382,597	75%
Expenditures																			
Certificated Salaries	112,754	172,654	190,660	179,910	177,524	175,212	169,187	172,558	165,839	164,525	1,680,822	1,658,396	22,427	2,166,303	2,064,742	2,061,446	(3,297)	380,624	82%
Classified Salaries	14,755	58,550	39,473	38,824	37,081	40,842	37,457	32,452	36,716	40,778	376,927	379,354	(2,427)	438,606	614,405	614,405	-	237,478	61%
Benefits	18,329	94,916	72,329	43,738	48,311	43,580	122,842	42,913	72,390	70,864	630,210	614,876	15,334	978,684	1,008,649	1,008,649	-	378,439	62%
Books and Supplies	1,246	76,776	14,451	48,086	38,667	7,340	(8,934)	16,571	(30,389)	76,280	240,094	277,872	(37,778)	426,947	256,744	226,880	(29,864)	(13,214)	106%
Services and Operating Exp.	23,426	168,091	97,766	140,986	107,021	96,819	120,184	135,098	175,328	117,146	1,181,867	1,188,127	(6,261)	1,737,696	1,892,581	1,923,446	30,864	741,579	61%
Depreciation & Cap Outlay	-	-	-	23,161	-	-	-	-	28,952	5,790	57,904	57,903	0	69,484	69,484	69,484	-	11,581	83%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	12,147	-	-	-	-	-
Total Expenditures	170,510	570,987	414,679	474,705	408,604	363,793	440,736	399,591	448,836	475,381	4,167,823	4,176,527	(8,704)	5,829,868	5,906,605	5,904,309	(2,297)	1,736,485	71%
Net Revenues											33,630	22,415	11,215	159,414	(323,555)	(320,258)	3,297	(353,888)	

Fund Balance				Fund Balance	
Beginning Balance (Audited)				Beginning Balance (Audited)	1,117,230
Net Revenues				Net Revenues	(320,258)
Ending Fund Balance				**Ending Fund Balance**	796,972
Components of Ending Fund Balance				**Components of Fund Bal.**	
Available For Economic Uncertainty				Available For Econ. Uncert.	729,687	12.4% of Expenditures
Restricted Balances				Restricted Balances	19,711	0.3% of Expenditures
Net Fixed Assets				Net Fixed Assets	47,574	0.8% of Expenditures
Ending Fund Balance				**Ending Fund Balance**	796,972	13.5% of Expenditures

DMS
DELTA MANAGED SOLUTIONS

MSA-2   Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($320,258).

This is an increase of $3,297 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 $796,972, which is 13.5% 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 $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 = increase of $1,000, 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 $6,528 higher 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 ($6,757) 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 $1,000 higher than in the Second Interim, reflecting updated projections of fundraising and other local revenue.

SIGNIFICANT CHANGES IN EXPENSES (Total change from Second Interim = decrease of ($2,297), 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 ($3,297) 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 ($29,864) 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 $30,864 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.

DMS
DELTA MANAGED SOLUTIONS

April 2019 Monthly Update (Actuals through April 30, 2019)

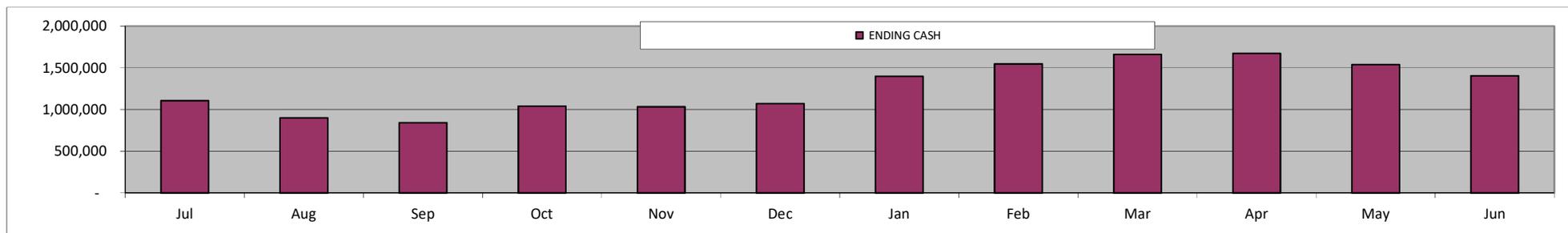| MSA 2	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
REVENUE DETAIL																			
LCFF Entitlement																			
8011 State Aid	-	156,037	156,037	280,866	280,866	280,866	280,866	280,866	262,930	262,930	2,242,264	2,278,136	(35,872)	3,378,044	3,049,043	3,049,043	-	806,779	74%
8012 EPA Entitlement	-	-	-	173,539	-	-	173,540	-	157,908	-	504,987	520,619	(15,632)	559,149	611,657	611,657	-	106,670	83%
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	1,533	(1,294)	239	-	239	-	-	-	-	(239)	
8096 InLieuPropTaxes	63,824	127,648	85,099	85,099	85,099	85,099	85,099	148,923	9,183	68,104	843,174	811,965	31,209	979,709	1,018,590	1,018,590	-	175,416	83%
SUBTOTAL - LCFF Entitlement	63,824	283,685	241,136	539,504	365,965	365,965	539,505	429,789	431,554	329,740	3,590,664	3,610,720	(20,056)	4,916,902	4,679,290	4,679,290	-	1,088,626	77%
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	58,875	58,875	65,632	6,757	65,632	0%
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-		202,266	-	-	-	-	
8290 All Other Federal Revenue	-	-	-	-	56,269	-	96,574	11,351	6,904	59,521	230,619	222,843	7,776	238,240	253,184	253,184	-	22,565	91%
SUBTOTAL - Federal Revenue	-	-	-	-	56,269	-	96,574	11,351	6,904	59,521	230,619	222,843	7,776	499,381	312,059	318,816	6,757	88,197	72%
Other State Revenue																			
8311 SpEd Revenue	10,929	-	30,601	19,672	19,672	19,672	19,672	-	36,458	18,229	174,905	170,218	4,687	231,807	231,807	225,050	(6,757)	50,145	78%
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-		19,867	-	-	-	-	
8550 MandCstReimburs	-	-	-	-	-	12,354	-	29,220	-	-	41,574	42,354	(780)	163,554	93,495	93,495	-	51,921	44%
8560 StateLotteryRev	-	-	-	-	-	-	23,145	-	-	33,112	56,257	46,291	9,967	86,151	86,151	86,151	-	29,893	65%
8590 AllOthStateRev	-	-	-	-	-	-	2,795	27,720	-	-	30,515	37,795	(7,280)	38,277	86,064	86,064	-	55,549	35%
SUBTOTAL - Other State Revenue	10,929	-	30,601	19,672	19,672	32,026	45,612	56,940	36,458	51,341	303,251	296,658	6,594	539,656	497,517	490,760	(6,757)	187,508	62%
Local Revenue																			
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	2,675	68,380	64,950	3,430	30,135	63,348	64,348	1,000	(4,032)	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)	-	3,736	-	-	-	-	-	-	-	-	3,736	1,494	2,241	-	-	-	-	(3,736)	
8802 Private Donations/Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8803 Fundraising	-	-	-	-	-	1,000	-	-	-	-	1,000	400	600	-	-	-	-	(1,000)	
8999 Revenues-Susp	-	-	1,341	(1,341)	4,897	(2,105)	(916)	33,899	(33,017)	1,043	3,802	1,877	1,925	-	-	-	-	(3,802)	
SUBTOTAL - Local Revenue	0	3,736	1,341	4,874	4,897	-	8,327	42,163	7,861	3,718	76,918	68,721	8,197	33,343	94,185	95,185	1,000	18,267	81%
TOTAL REVENUE	74,753	287,421	273,078	564,050	446,803	397,991	690,018	540,242	482,777	444,320	4,201,453	4,198,942	2,510	5,989,282	5,583,050	5,584,050	1,000	1,382,597	75%

April 2019 Monthly Update (Actuals through April 30, 2019)

MSA 2 — EXPENDITURES DETAIL

Code	Description	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
Certificated Salaries																				
1100	TeacherSalaries	72,261	145,044	163,050	151,600	149,820	152,332	141,577	144,743	137,829	136,515	1,394,771	1,373,349	21,422	1,740,983	1,782,935	1,779,638	(3,297)	384,867	78%
1300	Cert Adminis	40,493	27,610	27,610	28,310	27,704	22,879	27,610	27,814	28,010	28,010	286,051	285,047	1,004	425,320	281,807	281,807	-	(4,244)	102%
	SUBTOTAL - Certificated Salaries	112,754	172,654	190,660	179,910	177,524	175,212	169,187	172,558	165,839	164,525	1,680,822	1,658,396	22,427	2,166,303	2,064,742	2,061,446	(3,297)	380,624	82%
Classified Salaries																				
2400	Clerical & Tech	10,583	34,933	11,678	11,429	11,353	12,692	12,128	11,511	11,085	12,192	139,584	141,179	(1,594)	167,840	252,713	252,713	-	113,129	55%
2900	OtherClassStaff	4,172	23,616	27,794	27,396	25,728	28,149	25,330	20,941	25,631	28,585	237,342	238,175	(833)	270,766	361,692	361,692	-	124,349	66%
	SUBTOTAL - Classified Salaries	14,755	58,550	39,473	38,824	37,081	40,842	37,457	32,452	36,716	40,778	376,927	379,354	(2,427)	438,606	614,405	614,405	-	237,478	61%
Employee Benefits																				
3101	STRS	7,689	28,059	29,110	29,241	27,455	28,500	27,454	28,068	26,948	26,692	259,215	258,059	1,156	330,913	335,594	335,594	-	76,379	77%
3202	PERS	2,546	6,361	7,010	6,863	6,421	6,978	6,547	5,686	6,446	7,228	62,087	55,980	6,106	79,221	84,177	84,177	-	22,090	74%
3301	OASDI/Med	2,756	5,231	5,769	5,573	5,396	5,650	5,321	4,962	5,201	5,483	51,343	48,761	2,582	73,252	73,118	73,118	-	21,774	70%
3401	HlthWelfare	-	53,200	28,661	-	6,999	2,452	81,741	2,094	30,189	29,681	235,016	233,053	1,963	464,124	486,275	486,275	-	251,260	48%
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	1,779	21,349	18,009	3,340	29,331	27,642	27,642	-	6,293	77%
3701	Other Retirement											-		-	-	-	-	-	-	
3901	OthBenes	-	-	-	-	-	-	-	-	-	-	-	186	(186)	310	310	310	-	310	0%
	SUBTOTAL - Employee Benefits	18,329	94,916	72,329	43,738	48,311	43,580	122,842	42,913	72,390	70,864	630,210	614,876	15,334	978,684	1,008,649	1,008,649	-	378,439	62%
Books & Supplies																				
4100	Text&CoreCurric	-	50,219	(617)	7,032	-	-	571	-	-	-	57,205	67,495	(10,291)	25,000	81,500	74,356	(7,144)	17,151	77%
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	5,000	-	-	-	-	
4310	Ins Mats & Sups	-	1,742	533	2,142	706	2,771	1,307	928	374	-	10,503	30,109	(19,606)	30,000	60,072	45,349	(14,723)	34,846	23%
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4320	Office Supplies	-	-	309	156	104	188	3,397	743	954	1,204	7,054	5,920	1,134	10,000	9,000	10,000	1,000	2,946	71%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	377	(377)	-	628	628	-	628	0%
4340	Educat Software	-	-	7,598	2,572	390	-	4,950	12,025	-	-	27,535	24,147	3,389	57,982	42,429	41,929	(500)	14,394	66%
4345	NonInstStdntSup	1,246	545	-	-	-	-	961	-	1,894	688	5,333	8,969	(3,636)	10,000	15,337	15,696	359	10,363	34%
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4350	Cust. Supplies	-	-	-	1,398	-	-	-	-	-	-	1,398	3,559	(2,161)	-	-	5,000	5,000	3,602	28%
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4410	ClssrmFrnEqp<5k	-	(396)	-	-	-	-	10,950	(0)	-	-	10,554	10,908	(354)	10,000	10,000	11,144	1,144	590	95%
4430	OffceFurnEqp<5k	-	-	-	-	-	-	4,613	777	-	-	5,390	4,979	411	6,000	6,000	6,000	-	610	90%
4440	Computers <$5k	-	-	-	-	-	-	139	-	-	-	139	6,431	(6,291)	15,625	10,625	10,625	-	10,486	1%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4710	Food	-	(11)	-	-	-	-	-	-	-	-	(11)	2	(14)	247,340	-	11	11	23	-100%
4720	Food:Other Food	-	(578)	-	203	52	10	1,088	78	329	197	1,379	3,633	(2,254)	10,000	21,153	6,141	(15,011)	4,762	22%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4999	Misc Exp-Suspense	-	25,256	6,628	34,583	37,415	4,371	(36,910)	2,020	(33,939)	74,190	113,614	111,342	2,271	-	-	-	-	(113,614)	-
	SUBTOTAL - Books and Supplies	1,246	76,776	14,451	48,086	38,667	7,340	(8,934)	16,571	(30,389)	76,280	240,094	277,872	(37,778)	426,947	256,744	226,880	(29,864)	(13,214)	106%

April 2019 Monthly Update Actuals through April 30, 2019)						**Year To Date**									**Annual Budget**				
MSA 2	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
Services & Other Operating Expenses																			
5101 CMO Fees	-	149,815	74,908	74,908	74,908	74,908	74,908	74,908	74,908	74,908	749,077	749,077	-	898,892	898,892	898,892	-	149,815	83%
5205 Conference Fees	-	-	-	-	-	-	-	-	-	-	-	2,400	(2,400)	6,000	3,000	4,000	1,000	4,000	0%
5210 MilesParkTolls	-	-	-	-	-	-	-	325	-	-	325	405	(80)	-	-	1,000	1,000	675	32%
5215 TravConferences	-	-	-	-	-	21	-	-	-	534	555	588	(33)	2,500	1,500	1,500	-	945	37%
5220 TraLodging	-	-	-	-	-	-	-	-	-	-	-	8,400	(8,400)	-	-	14,000	14,000	14,000	0%
5300 DuesMemberships	-	1,020	-	-	-	4,380	-	-	-	-	5,400	5,400	-	6,000	6,000	5,400	(600)	-	100%
5450 Other Insurance	5,816	1,939	1,939	2,143	1,939	-	1,939	1,939	3,878	1,939	23,471	18,280	5,191	27,746	27,746	27,746	-	4,275	85%
5500 OpsHousekeeping	-	-	-	3,994	3,383	5,269	1,238	41	7,857	1,078	22,860	18,768	4,092	17,510	26,000	31,000	5,000	8,140	74%
5510 Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Rent & Leases	-	-	-	41,944	-	-	-	-	52,430	10,486	104,861	100,333	4,528	164,833	125,833	125,833	-	20,972	83%
5620 EquipmentLeases	1,081	1,162	1,290	2,346	3,162	1,762	2,573	2,014	3,700	1,285	20,375	15,551	4,824	20,000	24,000	24,000	-	3,625	85%
5630 Reps&MaintBldng	-	(742)	-	4,995	1,700	2,850	2,796	-	130	-	11,729	18,811	(7,082)	28,749	28,749	23,749	(5,000)	12,020	49%
5800 ProfessServices	-	2,775	5,863	2,280	6,216	700	4,001	-	1,406	350	23,592	29,781	(6,189)	165,215	42,854	43,454	600	19,862	54%
5810 Legal	-	9,278	2,860	-	-	-	-	-	-	-	12,138	16,855	(4,718)	20,000	20,000	20,000	-	7,863	61%
5811 Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813 SchPrgAftSchool	-	-	-	-	-	-	-	1,318	-	-	1,318	1,819	(501)	2,000	2,000	4,350	2,350	3,032	30%
5814 SchPrgAcadComps	-	694	-	-	423	-	1,276	0	1,076	100	3,568	8,652	(5,083)	12,000	14,000	14,000	-	10,432	25%
5819 SchlProgs-Other	-	(50)	3,990	-	109	-	1,008	1,950	-	11,391	18,398	8,881	9,517	10,000	10,372	24,772	14,400	6,374	74%
5820 Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	6,000	(6,000)	10,000	10,000	10,000	-	10,000	0%
5825 DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835 Field Trips	-	-	805	1,332	529	-	-	9,750	3,087	658	16,161	7,438	8,722	20,000	25,000	24,114	(886)	7,954	67%
5836 FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840 MarkngStdtRecrt	-	-	-	-	-	3,200	-	3,182	-	-	6,382	5,371	1,011	20,000	10,000	10,000	-	3,618	64%
5850 Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	49,169	49,169	49,169	-	49,169	0%
5857 Payroll Fees	-	-	-	-	-	-	1,833	1,080	(1,083)	(464)	1,367	1,833	(466)	21,000	17,300	17,300	-	15,933	8%
5860 Service Fees	1,820	-	(1,809)	142	-	-	(0)	0	-	-	153	961	(808)	1,500	1,500	1,500	-	1,347	10%
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863 Prof Developmnt	-	-	-	1,135	105	-	204	3,900	-	-	5,345	6,843	(1,498)	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	16,807	3,250	75,500	51,100	51,100	-	31,043	39%
5869 SpEd Ctrct Inst	12,337	750	-	1,589	-	-	-	11,500	(374)	-	25,802	24,350	1,452	-	74,175	74,175	-	48,373	35%
5872 SpEd Fees	-	-	-	-	-	-	-	-	-	-	-	2,429	(2,429)	-	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	14,630	82,856	81,335	1,520	76,000	94,853	94,853	-	11,997	87%
5890 OthSvcsNon-Inst	-	-	1,820	-	817	-	-	2,450	-	250	5,336	2,637	2,700	23,405	252,814	252,814	-	247,478	2%
5900 Communications	-	-	-	-	-	-	2,886	-	-	-	2,886	4,154	(1,268)	4,635	5,000	5,000	-	2,114	58%
5920 TelecomInternet	2,372	958	780	166	-	166	166	332	-	-	4,942	4,425	516	36,600	4,635	4,635	-	(307)	107%
5930 PostageDelivery	-	1,569	-	1,604	-	-	-	-	134	-	3,307	5,389	(2,082)	7,000	7,000	7,000	-	3,693	47%
5940 Technology	-	-	-	-	-	-	958	3,650	4,999	-	9,607	14,154	(4,546)	-	31,600	31,600	-	21,993	30%
SUBTOTAL - Services & Operations	23,426	168,091	97,766	140,986	107,021	96,819	120,184	135,098	175,328	117,146	1,181,867	1,188,127	(6,261)	1,737,696	1,892,581	1,923,446	30,864	741,579	61%

April 2019 Monthly Update Actuals through April 30, 2019)	Year To Date													Annual Budget					
MSA 2	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
Capital Outlay & Depreciation																			
6100 Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6900 Depreciation	-	-	-	23,161	-	-	-	-	28,952	5,790	57,904	57,903	0	69,484	69,484	69,484	-	11,581	83%
SUBTOTAL - Cap Outlay & Dep.	-	-	-	23,161	-	-	-	-	28,952	5,790	57,904	57,903	0	69,484	69,484	69,484	-	11,581	83%
Other Outflows																			
7299 Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	12,147	-	-	-	-	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	12,147	-	-	-	-	-
TOTAL EXPENDITURES	170,510	570,987	414,679	474,705	408,604	363,793	440,736	399,591	448,836	475,381	4,167,823	4,176,527	(8,704)	5,829,868	5,906,605	5,904,309	(2,297)	1,736,485	71%

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-2	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr ACTUALS	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,094,844	1,105,744	900,319	843,319	1,038,950	1,032,618	1,072,038	1,396,976	1,546,213	1,661,063	1,673,021	1,538,733	1,404,445	
Revenue														
LCFF Entitlement	63,824	283,685	241,136	539,504	365,965	365,965	539,505	429,789	431,554	329,740	435,450	435,450	217,725	4,679,290
Federal Revenue	-	-	-	-	56,269	-	96,574	11,351	6,904	59,521	32,576	32,576	16,288	312,059
Other State Revenues	10,929	-	30,601	19,672	19,672	32,026	45,612	56,940	36,458	51,341	77,706	77,706	38,853	497,517
Other Local Revenues	0	3,736	1,341	4,874	4,897	-	8,327	42,163	7,861	3,718	6,907	6,907	3,453	94,185
Total Revenue	74,753	287,421	273,078	564,050	446,803	397,991	690,018	540,242	482,777	444,320	552,639	552,639	276,319	5,583,050
Expenses														
Certificated Salaries	112,754	172,654	190,660	179,910	177,524	175,212	169,187	172,558	165,839	164,525	153,568	153,568	95,914	2,083,872
Classified Salaries	14,755	58,550	39,473	38,824	37,081	40,842	37,457	32,452	36,716	40,778	94,991	94,991	45,068	611,977
Benefits	18,329	94,916	72,329	43,738	48,311	43,580	122,842	42,913	72,390	70,864	151,375	151,375	91,022	1,023,983
Books and Supplies	1,246	76,776	14,451	48,086	38,667	7,340	(8,934)	16,571	(30,389)	76,280	6,660	6,660	(64,312)	189,102
Services and Operations	23,426	168,091	97,766	140,986	107,021	96,819	120,184	135,098	175,328	117,146	284,286	284,286	166,747	1,917,185
Depreciation / Cap Outlay	-	-	-	23,161	-	-	-	-	28,952	5,790	4,632	4,632	2,316	69,484
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	170,510	570,987	414,679	474,705	408,604	363,793	440,736	399,591	448,836	475,381	695,513	695,513	336,755	5,895,604
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	322,166	109,405	26,315	34,925	365	-	-	-	-	-	-	-		493,176
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		-
Other Assets/Accrual Adj			-	-	-	-	-	-	-	-	-	-		-
Fixed Assets			-	23,161	2,374	2,374	2,374	2,374	2,374	2,374	2,374	2,374		42,151
Due To (From)			-	-	-	-	-	-	-	-	-	-		-
Expenses - Prior Year Accruals	(221,720)	(29,866)	-	-	-	-	-	-	-	-	-	-		(251,586)
Accounts Payable - Current Year		(7,610)	52,074	41,988	(53,482)	(3,363)	67,071	-	72,324	34,433	-	-		203,434
Summer Holdback for Teachers	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212		74,544
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	106,658	78,141	84,601	106,286	(44,532)	5,223	75,656	8,586	80,910	43,019	8,586	8,586		561,719
Total Change in Cash	10,900	(205,426)	(57,000)	195,631	(6,332)	39,420	324,939	149,237	114,850	11,958	(134,288)	(134,288)		249,165
ENDING CASH	1,105,744	900,319	843,319	1,038,950	1,032,618	1,072,038	1,396,976	1,546,213	1,661,063	1,673,021	1,538,733	1,404,445	<<< = 87 days cash	

April 2019 Monthly Update Actuals through April 30, 2019)							Year To Date								Annual Budget				
MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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:															489	489	-		
SUMMARY																			
Revenue																			
LCFF Entitlement	63,914	279,907	237,298	530,517	358,961	358,961	531,553	422,875	698,206	409,749	3,891,943	3,911,113	(19,170)	4,907,330	5,237,289	5,237,289	-	1,345,346	74%
Federal Revenue	-	-	-	1,036	46,844	-	96,246	11,368	1,050	37,147	193,691	194,126	(435)	473,723	271,573	278,101	6,528	84,410	70%
Other State Revenues	10,948	-	80,655	19,707	93,309	32,285	72,984	56,983	78,297	58,542	503,710	499,770	3,939	656,427	705,630	699,102	(6,528)	195,392	72%
Other Local Revenues	500	1,072	1,490	1,201	3,889	1,345	22,964	40,920	1,767	2,276	77,424	74,723	2,701	58,869	106,919	109,281	2,362	31,857	71%
Total Revenue	75,362	280,979	319,443	552,462	503,003	392,591	723,748	532,146	779,319	507,714	4,666,768	4,679,733	(12,964)	6,096,349	6,321,411	6,323,773	2,362	1,657,005	74%
Expenditures																			
Certificated Salaries	102,550	171,817	163,609	167,236	150,421	163,239	158,558	164,014	157,247	166,618	1,565,309	1,570,746	(5,437)	2,018,348	2,076,799	2,066,799	(10,000)	501,490	76%
Classified Salaries	50,923	49,722	54,572	63,889	58,563	56,307	54,719	55,209	53,931	61,235	559,069	538,227	20,843	493,048	626,277	626,277	-	67,208	89%
Benefits	29,878	85,914	46,486	100,737	47,047	44,740	118,072	44,906	53,771	72,533	644,083	635,590	8,494	888,593	964,699	964,699	-	320,616	67%
Books and Supplies	2,932	355	29,129	24,920	75,888	11,310	(8,569)	19,781	(5,117)	65,958	216,588	236,748	(20,160)	386,564	228,258	220,761	(7,497)	4,173	98%
Services and Operating Exp.	101,302	106,848	275,002	180,154	116,933	127,831	142,358	190,042	132,661	112,085	1,485,215	1,507,017	(21,802)	2,130,019	2,661,326	2,681,185	19,859	1,195,970	55%
Depreciation & Cap Outlay	-	-	-	33,098	7,264	-	-	21,268	5,317	5,317	72,264	80,905	(8,642)	63,804	83,804	83,804	-	11,541	86%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	11,720	-	-	-	-	-
Total Expenditures	287,585	414,655	568,798	570,033	456,115	403,426	465,138	495,220	397,810	483,747	4,542,527	4,569,233	(26,706)	5,992,096	6,641,163	6,643,525	2,362	2,100,998	68%
Net Revenues											124,241	110,500	13,741	104,253	(319,752)	(319,752)	0	(443,993)	
Fund Balance														**Fund Balance**					
Beginning Balance (Audited)														Beginning Balance (Audited)		1,063,717			
Net Revenues														Net Revenues		(319,752)			
Ending Fund Balance														**Ending Fund Balance**		743,965			
Components of Ending Fund Balance														**Components of Fund Bal.**					
Available For Economic Uncertainty														Available For Econ. Uncert.		692,706	10.4% of Expenditures		
Restricted Balances														Restricted Balances		18,400	0.3% of Expenditures		
Net Fixed Assets														Net Fixed Assets		32,859	0.5% of Expenditures		
Ending Fund Balance														**Ending Fund Balance**		743,965	11.2% of Expenditures		

DMS
DELTA MANAGED SOLUTIONS

MSA-3   Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($319,752).

This is an increase 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 = increase of $2,362, 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 $6,528 higher 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 ($6,528) 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 $2,362 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 $2,362, 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 ($7,497) 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 $19,859 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.

DMS
DELTA MANAGED SOLUTIONS

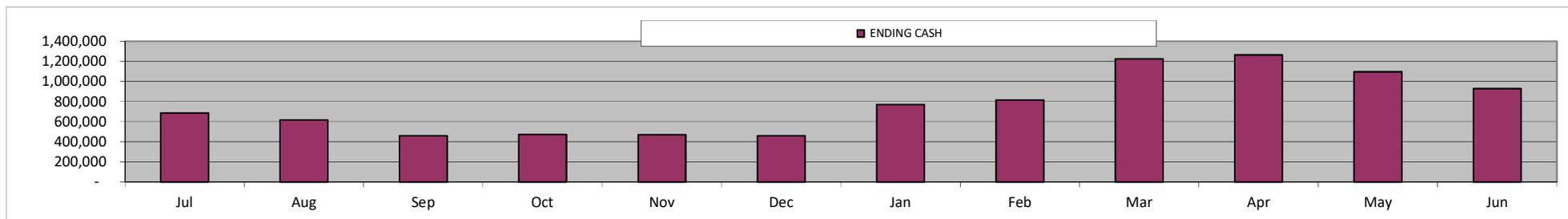| April 2019 Monthly Update (Actuals through April 30, 2019) MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
REVENUE DETAIL																			
LCFF Entitlement																			
8011 State Aid	-	152,080	152,080	272,707	273,743	273,743	273,743	273,743	332,137	332,137	2,336,113	2,338,096	(1,983)	3,324,404	3,353,289	3,353,289	-	1,017,176	70%
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	-	(1,295)	(1,217)	-	(1,217)	-	-	-	-	1,217	
8096 InLieuPropTaxes	63,914	127,827	85,218	85,218	85,218	85,218	85,218	149,132	130,036	78,907	975,908	977,833	(1,925)	1,010,281	1,180,172	1,180,172	-	204,264	83%
SUBTOTAL - LCFF Entitlement	63,914	279,907	237,298	530,517	358,961	358,961	531,553	422,875	698,206	409,749	3,891,943	3,911,113	(19,170)	4,907,330	5,237,289	5,237,289	-	1,345,346	74%
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	56,875	56,875	63,403	6,528	63,403	0%
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	210,830	-	-	-	-	
8290 All Other Federal Revenue	-	-	-	1,036	46,844	-	96,246	11,368	1,050	37,147	193,691	194,126	(435)	206,018	214,698	214,698	-	21,007	90%
SUBTOTAL - Federal Revenue	-	-	-	1,036	46,844	-	96,246	11,368	1,050	37,147	193,691	194,126	(435)	473,723	271,573	278,101	6,528	84,410	70%
Other State Revenue																			
8311 SpEd Revenue	10,948	-	30,655	19,707	19,707	19,707	19,707	-	49,988	24,994	195,413	202,993	(7,580)	239,041	308,346	301,818	(6,528)	106,405	65%
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	19,643	-	-	-	-	
8550 MandCstReimburs	-	-	-	-	-	12,578	-	29,263	-	-	41,841	42,578	(737)	163,990	93,834	93,834	-	51,993	45%
8560 StateLotteryRev	-	-	-	-	-	-	25,816	-	-	33,548	59,364	51,632	7,732	88,839	88,839	88,839	-	29,475	67%
8590 AllOthStateRev	-	-	50,000	-	73,602	-	27,461	27,720	28,309	-	207,092	202,567	4,525	144,914	214,611	214,611	-	7,519	96%
SUBTOTAL - Other State Revenue	10,948	-	80,655	19,707	93,309	32,285	72,984	56,983	78,297	58,542	503,710	499,770	3,939	656,427	705,630	699,102	(6,528)	195,392	72%
Local Revenue																			
8600 Other Local Revenue	-	-	-	-	-	-	31,024	-	-	-	31,024	30,000	1,024	-	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	2,276	46,401	42,966	3,434	54,599	74,695	77,057	2,362	30,657	60%
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)	-	-	-	-	-	
SUBTOTAL - Local Revenue	500	1,072	1,490	1,201	3,889	1,345	22,964	40,920	1,767	2,276	77,424	74,723	2,701	58,869	106,919	109,281	2,362	31,857	71%
TOTAL REVENUE	75,362	280,979	319,443	552,462	503,003	392,591	723,748	532,146	779,319	507,714	4,666,768	4,679,733	(12,964)	6,096,349	6,321,411	6,323,773	2,362	1,657,005	74%

April 2019 Monthly Update Actuals through April 30, 2019)						Year To Date									Annual Budget				
MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
EXPENDITURES DETAIL																			
Certificated Salaries																			
1100 TeacherSalaries	51,469	125,909	129,197	130,424	126,533	126,527	127,605	125,443	122,535	131,406	1,197,048	1,200,980	(3,932)	1,681,876	1,621,936	1,621,936	-	424,888	74%
1300 Cert Adminis	51,081	45,908	34,412	36,812	23,888	36,712	30,953	38,571	34,712	35,212	368,261	369,766	(1,505)	336,472	454,863	444,863	(10,000)	76,602	83%
SUBTOTAL - Certificated Salaries	102,550	171,817	163,609	167,236	150,421	163,239	158,558	164,014	157,247	166,618	1,565,309	1,570,746	(5,437)	2,018,348	2,076,799	2,066,799	(10,000)	501,490	76%
Classified Salaries																			
2400 Clerical & Tech	20,247	16,615	18,944	23,500	17,901	19,109	21,632	22,778	22,557	25,352	208,634	202,844	5,790	164,833	189,254	189,254	-	(19,380)	110%
2900 OtherClassStaff	30,677	33,107	35,629	40,389	40,662	37,198	33,087	32,431	31,374	35,883	350,435	335,383	15,052	328,215	437,023	437,023	-	86,588	80%
SUBTOTAL - Classified Salaries	50,923	49,722	54,572	63,889	58,563	56,307	54,719	55,209	53,931	61,235	559,069	538,227	20,843	493,048	626,277	626,277	-	67,208	89%
Employee Benefits																			
3101 STRS	10,231	26,112	26,587	27,924	26,805	26,539	25,655	26,653	25,563	27,077	249,144	256,195	(7,051)	308,115	340,002	340,002	-	90,858	73%
3202 PERS	8,135	8,539	8,802	9,222	7,063	9,084	9,460	9,065	8,747	9,568	87,686	85,845	1,842	89,054	101,534	101,534	-	13,848	86%
3301 OASDI/Med	5,380	6,925	6,533	6,995	6,381	6,660	6,376	6,587	6,390	7,084	65,311	65,534	(223)	74,781	78,520	78,520	-	13,209	83%
3401 HlthWelfare	-	41,889	2,509	54,252	4,308	2,458	74,523	-	7,156	26,760	213,855	209,939	3,916	386,892	414,892	414,892	-	201,037	52%
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	2,044	26,304	16,936	9,368	28,278	27,278	27,278	-	974	96%
3701 Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes	-	22	10	3	-	-	14	7	-	-	56	15	40	-	-	-	-	(56)	-
SUBTOTAL - Employee Benefits	29,878	85,914	46,486	100,737	47,047	44,740	118,072	44,906	53,771	72,533	644,083	635,590	8,494	888,593	964,699	964,699	-	320,616	67%
Books & Supplies																			
4100 Text&CoreCurric	-	-	416	-	18,761	0	1,489	283	-	-	20,948	28,343	(7,394)	25,000	38,244	33,744	(4,500)	12,796	62%
4200 BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	2,400	(2,400)	4,000	4,000	4,000	-	4,000	0%
4310 Ins Mats & Sups	-	-	4,229	28	-	4,832	-	4,063	635	3,987	17,774	18,979	(1,204)	26,500	73,219	67,222	(5,997)	49,447	26%
4315 OthrSupplies	-	-	-	-	-	-	-	1,750	-	-	1,750	1,350	400	-	4,000	4,000	-	2,250	44%
4320 Office Supplies	-	(1,978)	153	1,524	330	(0)	5,016	(3,743)	170	208	1,680	29	1,651	11,000	11,000	11,000	-	9,320	15%
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	300	(300)	500	500	500	-	500	0%
4326 Arts&MusicSupps	-	-	-	-	-	-	-	146	-	-	146	812	(666)	1,500	1,500	1,500	-	1,354	10%
4335 PE Supplies	-	-	-	-	-	-	-	-	-	-	-	1,200	(1,200)	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	48,432	3,262	54,310	57,633	57,633	-	5,939	90%
4345 NonInstStdntSup	447	-	2,332	2,694	17	-	0	(0)	-	-	5,490	7,236	(1,746)	7,000	8,400	8,400	-	2,910	65%
4346 TeacherSupplies	-	-	168	-	55	-	-	105	-	-	327	626	(299)	1,000	1,000	1,000	-	673	33%
4350 Cust. Supplies	-	-	197	-	-	-	-	-	-	-	197	259	(62)	300	300	300	-	103	66%
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390 Uniforms	-	-	-	-	-	-	-	-	-	-	-	300	(300)	500	500	500	-	500	0%
4400 NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	3,492	(3,492)	7,120	5,820	5,820	-	5,820	0%
4410 ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	780	(780)	-	1,300	1,300	-	1,300	0%
4430 OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4440 Computers <$5k	2,485	-	-	-	-	-	(0)	0	-	-	2,485	6,755	(4,270)	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	6,093	(3,143)	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)	61,763	111,145	109,362	1,783	-	-	-	-	(111,145)	-
SUBTOTAL - Books and Supplies	2,932	355	29,129	24,920	75,888	11,310	(8,569)	19,781	(5,117)	65,958	216,588	236,748	(20,160)	386,564	228,258	220,761	(7,497)	4,173	98%

April 2019 Monthly Update (Actuals through April 30, 2019) / MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
Services & Other Operating Expenses																			
5101 CMO Fees	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	825,920	825,920	-	991,104	991,104	991,104	-	165,184	83%
5205 Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210 MilesParkTolls	-	-	30	-	-	9	-	-	139	-	177	1,279	(1,101)	2,244	2,244	2,244	-	2,067	8%
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	-	-	-	-	-	-	649	-	-	-	649	2,564	(1,915)	515	840	3,840	3,000	3,191	17%
5300 DuesMemberships	-	-	3,273	-	-	5,060	-	-	-	312	8,645	9,326	(681)	10,300	10,300	10,300	-	1,655	84%
5450 Other Insurance	5,553	1,851	1,851	1,851	1,851	-	1,851	1,851	3,702	1,851	22,212	18,166	4,046	27,808	27,808	27,808	-	5,596	80%
5500 OpsHousekeeping	-	-	112	-	179	-	-	-	-	-	292	3,207	(2,915)	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	407,301	2,101	293,786	28%
5620 EquipmentLeases	2,237	1,413	1,045	2,793	1,321	643	1,132	1,787	1,668	1,162	15,201	13,980	1,221	16,068	16,068	20,068	4,000	4,867	76%
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	1,747	85,560	98,609	(13,049)	35,000	168,972	168,972	-	83,412	51%
5811 Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813 SchPrgAftSchool	-	-	22,647	22,647	11,323	11,323	11,323	11,323	11,323	11,323	113,234	113,234	-	113,234	113,234	113,234	-	-	100%
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	6,155	17,863	14,651	3,212	20,000	16,750	31,509	14,759	13,646	57%
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	266	22,465	21,991	474	20,000	36,120	41,120	5,000	18,655	55%
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	1,134	2,511	3,990	(1,479)	25,714	26,014	26,014	-	23,503	10%
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	399	7,084	3,933	3,151	15,000	44,963	44,963	-	37,879	16%
5864 Prof Dev-Other	-	-	3,500	(3,160)	420	360	75	6,447	3,588	-	11,230	9,457	1,773	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	48,188	(17,924)	-	118,815	118,815	-	88,551	25%
5872 SpEd Fees	-	-	-	-	-	-	-	-	-	-	-	7,032	(7,032)	-	11,720	11,720	-	11,720	0%
5875 StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-	185	(185)	309	309	309	-	309	0%
5884 Substitutes	-	-	12,787	5,716	9,708	21,265	12,926	48,600	4,520	2,369	117,891	117,402	489	77,000	162,862	162,862	-	44,971	72%
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	3,182	(1,340)	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	2,296	21,830	13,711	8,119	49,991	23,512	23,512	-	1,682	93%
5930 PostageDelivery	-	-	543	-	504	-	504	-	-	-	1,550	4,757	(3,208)	6,896	6,896	6,896	-	5,346	22%
5940 Technology	-	-	-	-	-	-	479	7,024	479	479	8,461	14,224	(5,763)	-	33,370	31,370	(2,000)	22,909	27%
SUBTOTAL - Services & Operations	101,302	106,848	275,002	180,154	116,933	127,831	142,358	190,042	132,661	112,085	1,485,215	1,507,017	(21,802)	2,130,019	2,661,326	2,681,185	19,859	1,195,970	55%

April 2019 Monthly Update Actuals through April 30, 2019)	Year To Date													Annual Budget					
MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
Capital Outlay & Depreciation																			
6100 Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	11,829	7,264	-	-	-	-	-	19,093	19,637	(544)	-	20,000	20,000	-	907	95%
6900 Depreciation	-	-	-	21,268	-	-	-	21,268	5,317	5,317	53,170	61,268	(8,098)	63,804	63,804	63,804	-	10,634	83%
SUBTOTAL - Cap Outlay & Dep.	-	-	-	33,098	7,264	-	-	21,268	5,317	5,317	72,264	80,905	(8,642)	63,804	83,804	83,804	-	11,541	86%
Other Outflows																			
7299 Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	11,720	-	-	-	-	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	11,720	-	-	-	-	-
TOTAL EXPENDITURES	287,585	414,655	568,798	570,033	456,115	403,426	465,138	495,220	397,810	483,747	4,542,527	4,569,233	(26,706)	5,992,096	6,641,163	6,643,525	2,362	2,100,998	68%

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-3	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr ACTUALS	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	740,137	685,675	618,049	459,260	473,250	469,275	459,609	769,503	816,544	1,223,355	1,263,374	1,095,892	928,409	
Revenue														
LCFF Entitlement	63,914	279,907	237,298	530,517	358,961	358,961	531,553	422,875	698,206	409,749	538,138	538,138	269,069	5,237,289
Federal Revenue	-	-	-	1,036	46,844	-	96,246	11,368	1,050	37,147	31,153	31,153	15,576	271,573
Other State Revenues	10,948	-	80,655	19,707	93,309	32,285	72,984	56,983	78,297	58,542	80,768	80,768	40,384	705,630
Other Local Revenues	500	1,072	1,490	1,201	3,889	1,345	22,964	40,920	1,767	2,276	11,798	11,798	5,899	106,919
Total Revenue	75,362	280,979	319,443	552,462	503,003	392,591	723,748	532,146	779,319	507,714	661,857	661,857	330,929	6,321,411
Expenses														
Certificated Salaries	102,550	171,817	163,609	167,236	150,421	163,239	158,558	164,014	157,247	166,618	204,596	204,596	86,861	2,061,362
Classified Salaries	50,923	49,722	54,572	63,889	58,563	56,307	54,719	55,209	53,931	61,235	26,883	26,883	34,284	647,120
Benefits	29,878	85,914	46,486	100,737	47,047	44,740	118,072	44,906	53,771	72,533	128,246	128,246	72,617	973,192
Books and Supplies	2,932	355	29,129	24,920	75,888	11,310	(8,569)	19,781	(5,117)	65,958	4,668	4,668	(25,323)	200,601
Services and Operations	101,302	106,848	275,002	180,154	116,933	127,831	142,358	190,042	132,661	112,085	470,444	470,444	233,279	2,659,383
Depreciation / Cap Outlay	-	-	-	33,098	7,264	-	-	21,268	5,317	5,317	4,616	4,616	(6,334)	75,162
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	287,585	414,655	568,798	570,033	456,115	403,426	465,138	495,220	397,810	483,747	839,455	839,455	395,384	6,616,820
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	259,541	92,029	21,780	41,178	11,323	-	-	-	-	-	-	-		425,851
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		-
Other Assets/Accrual Adj			-	-	-	-	-	-	-	-	-	-		-
Fixed Assets			-	21,715	5,317	5,317	5,317	5,317	5,317	5,317	5,317	5,317		64,251
Due To (From)			-	-	-	-	-	-	-	-	-	-		-
Expenses - Prior Year Accruals	(106,577)	(30,777)		-	-	-	-	-	-	-	-	-		(137,354)
Accounts Payable - Current Year			63,987	(36,129)	(72,301)	(8,946)	41,169	-	15,186	5,936	-	-		8,902
Summer Holdback for Teachers	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798		57,576
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	157,762	66,050	90,565	31,562	(50,863)	1,169	51,284	10,115	25,301	16,051	10,115	10,115		419,226
Total Change in Cash	(54,462)	(67,626)	(158,789)	13,990	(3,975)	(9,666)	309,894	47,041	406,811	40,019	(167,482)	(167,482)		123,817
ENDING CASH	685,675	618,049	459,260	473,250	469,275	459,609	769,503	816,544	1,223,355	1,263,374	1,095,892	928,409	<<< = 51 days cash	

April 2019 Monthly Update Actuals through April 30, 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	Apr 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:															165	165	-		
SUMMARY																			
Revenue																			
LCFF Entitlement	24,302	108,269	92,068	139,300	139,801	139,801	276,468	164,103	181,749	103,691	1,369,553	1,355,010	14,543	1,920,178	1,828,438	1,828,438	-	458,885	75%
Federal Revenue	25,153	(19,158)	2,664	2,664	20,968	2,664	49,886	5,815	1,875	3,636	96,168	89,444	6,725	155,404	131,364	131,364	-	35,196	73%
Other State Revenues	5,928	11,855	7,903	87,163	7,903	21,280	(44,806)	28,196	51,765	11,919	189,108	176,948	12,160	197,847	193,363	194,040	677	4,932	97%
Other Local Revenues	7,700	375	-	1,022	922	8,670	(0)	154	7,928	52	26,823	17,804	9,019	7,396	70,759	70,759	-	43,936	38%
Total Revenue	63,082	101,342	102,636	230,150	169,595	172,416	281,548	198,268	243,317	119,298	1,681,652	1,639,206	42,446	2,280,825	2,223,924	2,224,601	677	542,949	76%
Expenditures																			
Certificated Salaries	31,346	74,448	79,878	79,104	79,524	79,090	79,120	73,217	70,168	62,978	708,873	695,788	13,085	949,845	1,001,697	1,001,697	-	292,824	71%
Classified Salaries	3,331	9,549	14,696	14,806	13,810	14,109	14,180	16,109	18,652	17,417	136,659	127,019	9,639	69,781	170,738	172,938	2,200	36,279	79%
Benefits	6,976	32,437	21,668	32,686	24,177	16,713	45,886	18,365	20,429	24,164	243,501	228,942	14,558	354,746	428,944	428,944	-	185,444	57%
Books and Supplies	1,469	5,148	24,002	6,426	19,977	4,451	10,248	2,045	1,689	25,216	100,672	92,935	7,737	143,475	119,347	111,563	(7,784)	10,890	90%
Services and Operating Exp.	11,950	21,134	62,299	18,672	43,744	24,222	28,243	35,973	46,890	27,230	320,356	347,583	(27,227)	797,040	1,071,406	1,079,666	8,261	759,310	30%
Depreciation & Cap Outlay	-	-	-	6,437	-	-	-	-	-	-	6,437	6,437	-	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	11,153	5,200	26,365	-	-	-	(16,352)	-
Total Expenditures	55,071	144,301	203,600	160,245	183,345	140,700	179,848	149,421	159,316	157,005	1,532,850	1,509,857	22,993	2,360,563	2,811,443	2,822,120	10,677	1,289,269	54%
Net Revenues											148,802	129,348	19,453	(79,738)	(587,519)	(597,519)	(10,000)	(746,321)	

Fund Balance	
Beginning Balance (Audited)	1,470,514
Net Revenues	(597,519)
Ending Fund Balance	**872,995**

Components of Ending Fund Balance		
Available For Economic Uncertainty		
Restricted Balances		
Net Fixed Assets		
Components of Fund Bal.		
Available For Econ. Uncert.	811,382	28.8% of Expenditures
Restricted Balances	21,591	0.8% of Expenditures
Net Fixed Assets	40,021	1.4% of Expenditures
Ending Fund Balance	**872,995**	30.9% of Expenditures

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 $1,054,396, which represents 135 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 $677, 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 $677 higher 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 $10,677, 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 $2,200 higher 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 ($7,784) 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 $8,261 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 $8,000 higher than in the Second Interim, reflecting updated depreciation and capital outlay projections.

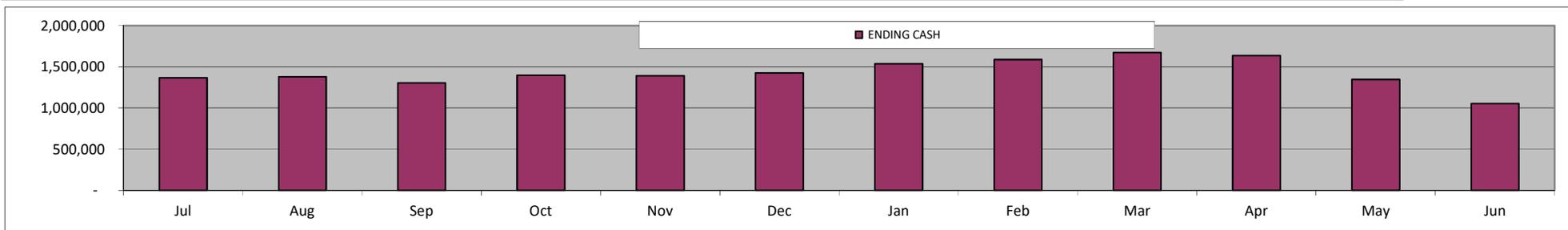| April 2019 Monthly Update (Actuals through April 30, 2019)	Year To Date													Annual Budget					
MSA 4	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
REVENUE DETAIL																			
LCFF Entitlement																			
8011 State Aid	-	59,666	59,666	106,898	107,399	107,399	107,399	107,399	103,887	103,887	863,600	848,427	15,173	1,317,941	1,183,426	1,183,426	-	319,826	73%
8012 EPA Entitlement	-	-	-	-	-	-	136,667	-	67,346	-	204,013	206,667	(2,654)	223,524	247,102	247,102	-	43,089	83%
8019 Prior Year Adjustments	-	-	-	-	-	-	-	904	(196)		708	-	708	-	-	-	-	(708)	
8096 InLieuPropTaxes	24,302	48,603	32,402	32,402	32,402	32,402	32,402	56,704	9,612	-	301,232	299,916	1,316	378,713	397,910	397,910	-	96,678	76%
SUBTOTAL - LCFF Entitlement	24,302	108,269	92,068	139,300	139,801	139,801	276,468	164,103	181,749	103,691	1,369,553	1,355,010	14,543	1,920,178	1,828,438	1,828,438	-	458,885	75%
Federal Revenue																			
8181 SpEd - Revenue	1,998	3,997	2,664	2,664	2,664	2,664	2,731	4,679	1,875	-	25,937	23,985	1,953	33,606	33,606	33,606	-	7,669	77%
8220 SchLunchFederal	23,154	(23,154)	-	-	-	-	-	-	-	-	-	-	-	35,688	-	-	-	-	
8290 All Other Federal Revenue	-	-	-	-	18,304	-	47,155	1,136	-	3,636	70,231	65,459	4,772	86,110	97,758	97,758	-	27,527	72%
SUBTOTAL - Federal Revenue	25,153	(19,158)	2,664	2,664	20,968	2,664	49,886	5,815	1,875	3,636	96,168	89,444	6,725	155,404	131,364	131,364	-	35,196	73%
Other State Revenue																			
8311 SpEd Revenue	5,928	11,855	7,903	7,903	7,903	15,001	8,119	13,883	51,765	-	130,261	129,820	441	98,217	105,102	105,779	677	(24,483)	123%
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	2,481	-	-	-	-	
8550 MandCstReimburs	-	-	-	-	-	6,279	-	14,313	-	-	20,592	21,279	(687)	63,847	37,175	37,175	-	16,583	55%
8560 StateLotteryRev	-	-	-	68,334	-	-	(62,216)	0	-	11,919	18,037	6,118	11,919	33,302	33,302	33,302	-	15,265	54%
8590 AllOthStateRev	-	-	-	10,926	-	-	9,291	-	-	-	20,217	19,730	487	-	17,784	17,784	-	(2,433)	114%
SUBTOTAL - Other State Revenue	5,928	11,855	7,903	87,163	7,903	21,280	(44,806)	28,196	51,765	11,919	189,108	176,948	12,160	197,847	193,363	194,040	677	4,932	97%
Local Revenue																			
8600 Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,200	1,200	-	1,200	0%
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	1,487	-	-	-	-	
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8698 OthRev-Suspense	-	(0)	-	-	-	-	-	-	-	-	(0)	(0)	(0)	-	-	-	-	0	
8699 Other Revenue	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 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)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45,000	45,000	-	45,000	0%
8802 Private Donations/Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8999 Revenues-Susp	-	375	-	(375)	922	(1,349)	427	154	(154)	52	52	-	52	-	-	-	-	(52)	
SUBTOTAL - Local Revenue	7,700	375	-	1,022	922	8,670	(0)	154	7,928	52	26,823	17,804	9,019	7,396	70,759	70,759	-	43,936	38%
TOTAL REVENUE	63,082	101,342	102,636	230,150	169,595	172,416	281,548	198,268	243,317	119,298	1,681,652	1,639,206	42,446	2,280,825	2,223,924	2,224,601	677	542,949	76%

April 2019 Monthly Update Actuals through April 30, 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	Apr 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
EXPENDITURES DETAIL																		
Certificated Salaries																		
1100 TeacherSalaries	16,075	56,867	65,452	64,678	65,098	64,664	64,694	59,267	56,218	49,028	562,041	547,528	14,513	776,333	828,185	828,185	-	266,144	68%
1300 Cert Adminis	15,271	17,581	14,426	14,426	14,426	14,426	14,426	13,950	13,950	13,950	146,832	148,260	(1,428)	173,512	173,512	173,512	-	26,680	85%
SUBTOTAL - Certificated Salaries	31,346	74,448	79,878	79,104	79,524	79,090	79,120	73,217	70,168	62,978	708,873	695,788	13,085	949,845	1,001,697	1,001,697	-	292,824	71%
Classified Salaries																		
2400 Clerical & Tech	3,331	5,177	5,887	6,012	5,508	5,673	5,274	6,138	4,941	3,944	51,883	52,683	(800)	41,998	59,659	59,659	-	7,776	87%
2900 OtherClassStaff	-	4,372	8,809	8,794	8,302	8,436	8,906	9,971	13,711	13,473	84,775	74,336	10,439	27,783	111,079	113,279	2,200	28,504	75%
SUBTOTAL - Classified Salaries	3,331	9,549	14,696	14,806	13,810	14,109	14,180	16,109	18,652	17,417	136,659	127,019	9,639	69,781	170,738	172,938	2,200	36,279	79%
Employee Benefits																		
3101 STRS	3,044	11,485	12,844	12,874	13,307	13,157	12,976	12,383	12,287	10,992	115,350	124,203	(8,852)	147,744	189,542	189,542	-	74,192	61%
3202 PERS	575	958	1,207	1,239	1,051	1,073	1,189	1,408	1,037	1,365	11,101	8,193	2,907	12,604	12,604	12,604	-	1,503	88%
3301 OASDI/Med	802	2,071	2,501	2,477	2,437	2,483	2,489	2,491	2,799	2,081	22,632	17,363	5,269	21,735	26,135	26,135	-	3,503	87%
3401 HlthWelfare	-	16,961	4,264	15,140	6,530	-	28,380	1,092	2,602	8,874	83,843	71,275	12,568	160,358	188,358	188,358	-	104,516	45%
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	852	10,223	7,570	2,653	11,481	11,481	11,481	-	1,258	89%
3701 Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes	-	-	-	-	-	-	-	-	-	-	-	125	(125)	209	209	209	-	209	0%
SUBTOTAL - Employee Benefits	6,976	32,437	21,668	32,686	24,177	16,713	45,886	18,365	20,429	24,164	243,501	228,942	14,558	354,746	428,944	428,944	-	185,444	57%
Books & Supplies																		
4100 Text&CoreCurric	-	-	5,445	-	-	-	1,336	-	-	-	6,781	9,983	(3,202)	17,118	17,118	12,118	(5,000)	5,337	56%
4200 BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310 Ins Mats & Sups	-	-	-	-	18	750	119	-	-	1,625	2,512	887	1,625	25,000	46,015	43,231	(2,784)	40,719	6%
4315 OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320 Office Supplies	-	201	578	1,072	464	-	355	342	876	-	3,887	4,417	(530)	11,000	6,800	6,800	-	2,913	57%
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326 Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335 PE Supplies	-	-	-	-	-	-	-	-	-	-	-	600	(600)	1,000	1,000	1,000	-	1,000	0%
4340 Educat Software	-	375	6,281	2,411	2,297	-	6,731	-	450	-	18,545	18,095	450	33,228	30,396	30,396	-	11,851	61%
4345 NonInstStdntSup	-	-	40	-	-	-	-	222	-	-	261	40	222	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	4,369	473	-	9,818	9,818	-	4,975	49%
4410 ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430 OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4440 Computers <$5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4460 Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	-	-	-	-	-	-	-	-	-	-	49,129	-	-	-	-	-
4720 Food:Other Food	-	-	-	-	-	-	-	-	-	-	-	1,200	(1,200)	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	23,591	63,842	53,344	10,499	-	-	-	-	(63,842)	-
SUBTOTAL - Books and Supplies	1,469	5,148	24,002	6,426	19,977	4,451	10,248	2,045	1,689	25,216	100,672	92,935	7,737	143,475	119,347	111,563	(7,784)	10,890	90%

April 2019 Monthly Update (Actuals through April 30, 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	Apr 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
Services & Other Operating Expenses																			
5101 CMO Fees	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	64,714	64,714	-	77,657	77,657	77,657	-	12,943	83%
5205 Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	2,000	2,000	-	(2,000)	-	-
5210 MilesParkTolls	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5215 TravConferences	-	-	-	-	-	-	627	(367)	-	627	887	627	260	2,000	14,700	14,700	-	13,813	6%
5220 TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11,715	11,715	-	11,715	0%
5300 DuesMemberships	-	-	1,020	-	-	1,760	972	-	-	-	3,752	4,241	(489)	4,567	4,567	4,567	-	815	82%
5450 Other Insurance	2,133	711	711	711	711	-	711	711	1,422	711	8,532	7,332	1,200	11,273	11,273	11,273	-	2,741	76%
5500 OpsHousekeeping	-	-	-	-	-	-	-	-	-	-	-	394	(394)	656	656	656	-	656	0%
5510 Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Rent & Leases	-	-	4,155	-	-	409	-	1,707	558	-	6,828	9,564	(2,736)	172,340	187,740	187,740	-	180,912	4%
5620 EquipmentLeases	377	377	4,665	840	2,258	1,050	978	602	535	377	12,059	16,590	(4,531)	22,134	22,134	22,134	-	10,074	54%
5630 Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	-	1,200	(1,200)	7,000	7,000	2,000	(5,000)	2,000	0%
5800 ProfessServices	-	-	9,380	484	8,300	-	-	8,300	576	-	27,040	38,164	(11,124)	186,833	91,913	91,913	-	64,873	29%
5810 Legal	-	-	612	-	-	3,625	-	-	400	-	4,637	4,237	400	25,000	25,000	25,000	-	20,363	19%
5811 Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813 SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	1,000	1,000	-	(1,000)	-	-
5814 SchPrgAcadComps	-	-	-	450	325	-	-	-	-	1,057	1,832	1,476	357	5,000	5,000	3,000	(2,000)	1,168	61%
5819 SchlProgs-Other	-	-	-	-	-	-	-	-	-	-	-	-	-	1,000	1,750	2,534	784	2,534	0%
5820 Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	10,850	10,850	10,850	-	10,850	0%
5825 DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835 Field Trips	-	-	2,150	370	198	-	979	-	1,244	3,564	8,505	5,314	3,191	5,000	7,200	11,200	4,000	2,695	76%
5836 FieldTrip Trans	-	9,579	6,386	6,386	6,386	3,193	6,386	6,386	6,386	6,386	57,474	57,474	-	63,860	63,860	63,860	-	6,386	90%
5840 MarkngStdtRecrt	-	-	-	-	1,092	3,000	-	-	-	-	4,092	4,092	-	10,000	10,000	10,000	-	5,908	41%
5850 Oversight Fees	1,028	2,056	1,371	1,371	1,371	1,371	1,371	2,399	2,107	-	14,445	21,841	(7,397)	19,202	19,202	19,202	-	4,757	75%
5857 Payroll Fees	-	-	-	-	-	-	(581)	689	700	703	1,511	(581)	2,092	10,044	10,044	10,044	-	8,533	15%
5860 Service Fees	-	-	(22)	-	-	-	-	-	-	-	(22)	319	(341)	546	546	546	-	568	-4%
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863 Prof Developmnt	-	-	250	890	1,275	-	519	2,326	25	-	5,285	2,934	2,351	29,865	24,865	22,541	(2,323)	17,256	23%
5864 Prof Dev-Other	-	-	5,914	341	6,000	-	-	-	-	-	12,255	12,255	-	20,000	19,800	19,800	-	7,545	62%
5869 SpEd Ctrct Inst	-	-	1,569	-	2,287	-	5,581	-	-	-	9,437	9,437	-	-	54,470	54,470	-	45,033	17%
5872 SpEd Fees	1,585	1,585	1,057	-	-	-	-	-	-	-	4,227	4,227	-	-	26,365	26,365	-	22,137	16%
5875 StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884 Substitutes	-	-	16,253	-	5,915	3,343	-	4,088	23,469	4,855	57,922	63,511	(5,589)	34,705	59,705	75,505	15,800	17,583	77%
5890 OthSvcsNon-Inst	-	-	-	-	786	-	-	-	2,358	-	3,144	10,786	(7,642)	11,596	257,482	257,482	-	254,338	1%
5900 Communications	-	-	-	-	-	-	-	860	-	448	1,308	591	717	4,450	2,293	2,293	-	985	57%
5920 TelecomInternet	355	354	356	358	368	-	1,974	(891)	366	1,999	5,238	3,292	1,947	55,750	4,450	4,450	-	(789)	118%
5930 PostageDelivery	-	-	-	-	-	-	521	-	-	32	553	1,817	(1,265)	2,713	2,713	2,713	-	2,160	20%
5940 Technology	-	-	-	-	-	-	1,734	2,692	274	-	4,700	1,734	2,966	-	33,457	33,457	-	28,757	14%
SUBTOTAL - Services & Operations	11,950	21,134	62,299	18,672	43,744	24,222	28,243	35,973	46,890	27,230	320,356	347,583	(27,227)	797,040	1,071,406	1,079,666	8,261	759,310	30%

April 2019 Monthly Update Actuals through April 30, 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	Apr 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
Capital Outlay & Depreciation																			
6100 Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8,000	8,000	8,000	0%
6900 Depreciation	-	-	-	6,437	-	-	-	-	-	-	6,437	6,437	-	19,312	19,312	19,312	-	12,874	33%
SUBTOTAL - Cap Outlay & Dep.	-	-	-	6,437	-	-	-	-	-	-	6,437	6,437	-	19,312	19,312	27,312	8,000	20,874	24%
Other Outflows																			
7299 Encroachment	-	1,585	1,057	2,114	2,114	2,114	2,170	3,712	1,487	-	16,352	11,153	5,200	26,365	-	0	0	(16,352)	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	1,585	1,057	2,114	2,114	2,114	2,170	3,712	1,487	-	16,352	11,153	5,200	26,365	-	0	0	(16,352)	-
TOTAL EXPENDITURES	55,071	144,301	203,600	160,245	183,345	140,700	179,848	149,421	159,316	157,005	1,532,850	1,509,857	22,993	2,360,563	2,811,443	2,822,120	10,677	1,289,269	54%

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-4

	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr ACTUALS	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,336,770	1,368,119	1,378,127	1,304,746	1,397,922	1,391,148	1,425,660	1,537,128	1,588,770	1,673,569	1,637,862	1,346,129	1,054,396	
Revenue														
LCFF Entitlement	24,302	108,269	92,068	139,300	139,801	139,801	276,468	164,103	181,749	103,691	183,554	183,554	91,777	**1,828,438**
Federal Revenue	25,153	(19,158)	2,664	2,664	20,968	2,664	49,886	5,815	1,875	3,636	14,078	14,078	7,039	**131,364**
Other State Revenues	5,928	11,855	7,903	87,163	7,903	21,280	(44,806)	28,196	51,765	11,919	1,702	1,702	851	**193,363**
Other Local Revenues	7,700	375	-	1,022	922	8,670	(0)	154	7,928	52	17,574	17,574	8,787	**70,759**
Total Revenue	63,082	101,342	102,636	230,150	169,595	172,416	281,548	198,268	243,317	119,298	216,909	216,909	108,454	**2,223,924**
Expenses														
Certificated Salaries	31,346	74,448	79,878	79,104	79,524	79,090	79,120	73,217	70,168	62,978	117,130	117,130	71,650	**1,014,782**
Classified Salaries	3,331	9,549	14,696	14,806	13,810	14,109	14,180	16,109	18,652	17,417	13,632	13,632	18,655	**182,578**
Benefits	6,976	32,437	21,668	32,686	24,177	16,713	45,886	18,365	20,429	24,164	74,177	74,177	51,647	**443,503**
Books and Supplies	1,469	5,148	24,002	6,426	19,977	4,451	10,248	2,045	1,689	25,216	7,470	7,470	3,688	**119,300**
Services and Operations	11,950	21,134	62,299	18,672	43,744	24,222	28,243	35,973	46,890	27,230	300,420	300,420	131,244	**1,052,440**
Depreciation / Cap Outlay	-	-	-	6,437	-	-	-	-	-	-	5,150	5,150	10,575	**27,312**
Other Outflows	-	1,585	1,057	2,114	2,114	2,114	2,170	3,712	1,487	-	(6,541)	(6,541)	1,929	**5,200**
Total Expenses	55,071	144,301	203,600	160,245	183,345	140,700	179,848	149,421	159,316	157,005	511,437	511,437	289,388	**2,845,113**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	73,015	65,278	-	14,184	4,180	-	-	-	-	-	-	-		**156,657**
Accounts Receivable - Current Year		-	-	-	-	-	-	-	-	-	-	-		**-**
Other Assets/Accrual Adj		-	-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	6,437	609	609	609	609	609	609	609	609		**11,311**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(51,863)	(14,497)	-	-	-	-	-	-	-	-				**(66,360)**
Accounts Payable - Current Year			25,396	465	-	-	6,972	-	(1,998)	(795)	-	-		**30,040**
Summer Holdback for Teachers	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186		**26,232**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	23,338	52,967	27,582	23,272	6,975	2,795	9,768	2,795	797	2,000	2,795	2,795		**157,881**
Total Change in Cash	31,349	10,008	(73,382)	93,177	(6,774)	34,512	111,468	51,642	84,799	(35,707)	(291,733)	(291,733)		**(463,307)**

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
ENDING CASH	1,368,119	1,378,127	1,304,746	1,397,922	1,391,148	1,425,660	1,537,128	1,588,770	1,673,569	1,637,862	1,346,129	1,054,396	<<< = 135 days cash

April 2019 Monthly Update Actuals through April 30, 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	Apr 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:															235	235	-		
SUMMARY																			
Revenue																			
LCFF Entitlement	28,614	123,047	141,604	233,731	156,627	118,475	212,529	261,546	383,747	208,075	1,867,997	1,895,252	(27,255)	2,431,167	2,547,726	2,547,726	-	679,729	73%
Federal Revenue	-	-	-	-	23,659	-	53,193	5,090	-	20,328	102,270	101,852	418	156,069	165,737	168,750	3,013	66,480	61%
Other State Revenues	6,191	-	-	6,206	19,165	4,359	19,308	13,101	74,635	38,590	181,554	183,489	(1,934)	263,878	293,170	290,157	(3,013)	108,603	63%
Other Local Revenues	2,458	(1,219)	0	28	13,063	(0)	(12,101)	38	3,531	1,637	7,435	3,402	4,033	1,000	4,200	11,200	7,000	3,765	66%
Total Revenue	37,263	121,828	141,604	239,966	212,514	122,834	272,929	279,775	461,913	268,629	2,159,256	2,183,994	(24,738)	2,852,114	3,010,833	3,017,833	7,000	858,577	72%
Expenditures																			
Certificated Salaries	43,901	92,783	99,488	98,991	103,500	103,797	92,464	100,269	102,371	102,873	940,436	948,731	(8,295)	1,171,673	1,139,695	1,139,695	-	199,259	83%
Classified Salaries	16,335	357	23,531	24,338	21,654	21,348	21,700	25,343	24,410	25,152	204,169	197,276	6,893	157,231	269,141	267,841	(1,300)	63,672	76%
Benefits	12,463	47,959	36,694	43,426	39,254	24,541	49,695	25,852	25,792	39,545	345,221	344,951	270	495,114	502,935	502,935	-	157,714	69%
Books and Supplies	-	3,644	35,184	3,316	4,870	3,619	33,064	40,873	1,153	30,126	155,849	179,561	(23,712)	238,640	189,421	237,628	48,206	81,778	66%
Services and Operating Exp.	14,397	10,376	24,415	80,125	36,057	14,821	28,183	94,599	44,174	45,067	392,215	407,238	(15,023)	697,742	944,094	949,188	5,094	556,973	41%
Depreciation & Cap Outlay	-	-	-	5,860	-	-	-	-	7,325	1,465	14,649	7,618	7,032	17,579	37,579	37,579	-	22,930	39%
Other Outflows	-	-	-	-	-	-	-	-	-	-				42,998	-	-	-	-	-
Total Expenditures	87,096	155,119	219,312	256,055	205,336	168,125	225,107	286,937	205,225	244,228	2,052,540	2,085,376	(32,836)	2,820,978	3,082,866	3,134,866	52,000	1,082,326	65%
Net Revenues											106,716	98,619	8,097	31,136	(72,033)	(117,033)	(45,000)	(223,749)	

Fund Balance			Fund Balance		
Beginning Balance (Audited)			Beginning Balance (Audited)	1,895,332	
Net Revenues			Net Revenues	(117,033)	
Ending Fund Balance			**Ending Fund Balance**	1,778,299	
Components of Ending Fund Balance			Components of Fund Bal.		
Available For Economic Uncertainty			Available For Econ. Uncert.	1,667,025	53.2% of Expenditures
Restricted Balances			Restricted Balances	43,982	1.4% of Expenditures
Net Fixed Assets			Net Fixed Assets	67,292	2.1% of Expenditures
Ending Fund Balance			**Ending Fund Balance**	1,778,299	56.7% of Expenditures

DMS
DELTA MANAGED SOLUTIONS

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 56.7% 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 192 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 $7,000, or 0.2% 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 $3,013 higher 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 ($3,013) 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 $7,000 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 $52,000, or 1.7% 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 ($1,300) 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 $48,206 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 $5,094 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.

DMS
DELTA MANAGED SOLUTIONS

April 2019 Monthly Update (Actuals through April 30, 2019)

MSA 5

	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
REVENUE DETAIL																			
LCFF Entitlement																			
8011 State Aid	-	65,819	103,452	118,475	118,475	118,475	135,425	118,475	170,685	170,685	1,119,966	1,120,121	(155)	1,648,493	1,641,734	1,641,734	-	521,768	68%
8012 EPA Entitlement	-	-	-	77,104	-	-	77,104	-	124,890	-	279,098	308,416	(29,318)	282,755	338,007	338,007	-	58,909	83%
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	27	-	(559)	-	(559)	-	-	-	-	559	-
8096 InLieuPropTaxes	28,614	57,228	38,152	38,152	38,152	-	(0)	143,071	88,145	37,976	469,492	466,715	2,777	499,919	567,985	567,985	-	98,493	83%
SUBTOTAL - LCFF Entitlement	28,614	123,047	141,604	233,731	156,627	118,475	212,529	261,546	383,747	208,075	1,867,997	1,895,252	(27,255)	2,431,167	2,547,726	2,547,726	-	679,729	73%
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	26,250	26,250	29,263	3,013	29,263	0%
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	-	23,659	-	53,193	5,090	-	20,328	102,270	101,852	418	129,819	139,487	139,487	-	37,217	73%
SUBTOTAL - Federal Revenue	-	-	-	-	23,659	-	53,193	5,090	-	20,328	102,270	101,852	418	156,069	165,737	168,750	3,013	66,480	61%
Other State Revenue																			
8311 SpEd Revenue	-	-	-	-	-	-	-	46,144	23,631	-	69,775	68,199	1,576	118,285	118,285	115,272	(3,013)	45,497	61%
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	4,359	-	13,101	-	-	17,460	19,359	(1,899)	72,149	40,737	40,737	-	23,277	43%
8560 StateLotteryRev	-	-	-	-	-	-	14,913	-	-	14,959	29,872	29,826	45	43,960	43,960	43,960	-	14,088	68%
8590 AllOthStateRev	6,191	-	-	6,206	19,165	-	4,395	-	28,491	-	64,448	66,105	(1,657)	29,484	90,188	90,188	-	25,741	71%
SUBTOTAL - Other State Revenue	6,191	-	-	6,206	19,165	4,359	19,308	13,101	74,635	38,590	181,554	183,489	(1,934)	263,878	293,170	290,157	(3,013)	108,603	63%
Local Revenue																			
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	43	64	-	-	-	-	(107)	-
8699 Other Revenue	-	-	-	28	-	463	(0)	0	3,569	1,152	5,212	2,406	2,805	1,000	3,000	10,000	7,000	4,788	52%
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	453	679	-	-	-	-	(1,131)	-
8802 Private Donations/Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8999 Revenues-Susp	-	-	-	-	13,063	(463)	(12,101)	38	(38)	485	985	500	485	-	-	-	-	(985)	-
SUBTOTAL - Local Revenue	2,458	(1,219)	0	28	13,063	(0)	(12,101)	38	3,531	1,637	7,435	3,402	4,033	1,000	4,200	11,200	7,000	3,765	66%
TOTAL REVENUE	37,263	121,828	141,604	239,966	212,514	122,834	272,929	279,775	461,913	268,629	2,159,256	2,183,994	(24,738)	2,852,114	3,010,833	3,017,833	7,000	858,577	72%

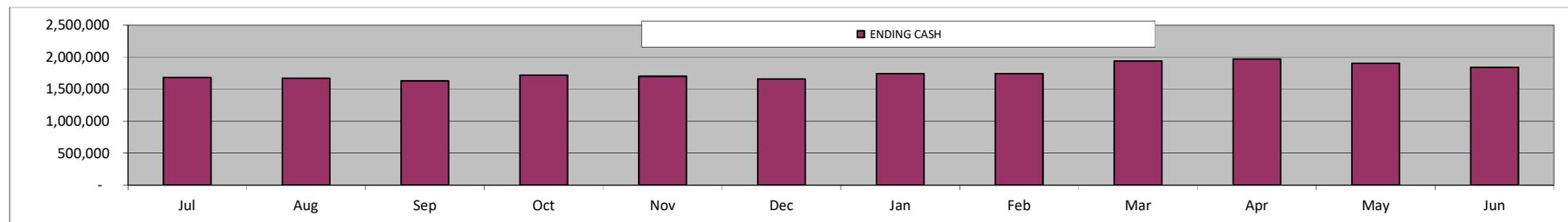| April 2019 Monthly Update Actuals through April 30, 2019)						Year To Date									Annual Budget					
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
EXPENDITURES DETAIL																				
Certificated Salaries																				
1100	TeacherSalaries	22,511	77,393	84,098	83,279	87,116	87,807	77,074	84,357	85,181	85,189	774,004	786,915	(12,911)	982,993	951,015	951,015	-	177,011	81%
1300	Cert Adminis	21,390	15,390	15,390	15,712	16,384	15,990	15,390	15,912	17,190	17,684	166,432	161,816	4,616	188,680	188,680	188,680	-	22,248	88%
	SUBTOTAL - Certificated Salaries	43,901	92,783	99,488	98,991	103,500	103,797	92,464	100,269	102,371	102,873	940,436	948,731	(8,295)	1,171,673	1,139,695	1,139,695	-	199,259	83%
Classified Salaries																				
2400	Clerical & Tech	11,197	(10,286)	11,197	11,197	11,197	11,197	12,308	12,815	12,778	12,727	96,328	94,931	1,397	86,990	108,184	108,184	-	11,856	89%
2900	OtherClassStaff	5,138	10,644	12,334	13,141	10,457	10,151	9,393	12,528	11,632	12,426	107,841	102,345	5,496	70,241	160,957	159,657	(1,300)	51,816	68%
	SUBTOTAL - Classified Salaries	16,335	357	23,531	24,338	21,654	21,348	21,700	25,343	24,410	25,152	204,169	197,276	6,893	157,231	269,141	267,841	(1,300)	63,672	76%
Employee Benefits																				
3101	STRS	4,234	15,081	16,172	16,116	15,305	16,737	15,029	16,299	16,642	16,723	148,337	161,725	(13,388)	180,567	180,967	180,967	-	32,630	82%
3202	PERS	2,864	3,519	3,676	3,698	3,439	3,395	3,426	3,924	3,763	3,787	35,490	21,759	13,732	28,226	31,726	31,726	-	(3,765)	112%
3301	OASDI/Med	1,885	3,110	3,240	3,295	3,155	3,136	2,998	3,390	3,345	3,409	30,964	24,330	6,634	32,895	36,816	36,816	-	5,852	84%
3401	HlthWelfare	1,013	25,283	12,783	19,346	16,534	1,273	27,420	1,037	370	14,804	119,863	127,212	(7,349)	237,664	237,664	237,664	-	117,801	50%
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	822	9,865	9,636	229	14,963	14,963	14,963	-	5,098	66%
3701	Other Retirement								-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes	-	-	-	-	-	-	-	7	0	-	7	(4)	11	-	-	-	-	(7)	-
	SUBTOTAL - Employee Benefits	12,463	47,959	36,694	43,426	39,254	24,541	49,695	25,852	25,792	39,545	345,221	344,951	270	495,114	502,935	502,935	-	157,714	69%
Books & Supplies																				
4100	Text&CoreCurric	-	-	26,545	-	-	-	-	-	-	-	26,545	28,618	(2,073)	20,000	30,000	30,000	-	3,455	88%
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	3,000	(3,000)	5,000	5,000	5,000	-	5,000	0%
4310	Ins Mats & Sups	-	-	999	-	-	-	-	-	-	2,586	3,586	12,398	(8,812)	13,446	19,377	22,583	3,206	18,998	16%
4315	OthrSupplies	-	-	-	-	-	-	-	479	-	-	479	73	407	-	600	600	-	121	80%
4320	Office Supplies	-	60	79	191	96	1,508	1,891	78	93	448	4,444	8,057	(3,614)	12,500	11,500	11,500	-	7,056	39%
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	732	-	732	161	571	-	-	1,000	1,000	268	73%
4340	Educat Software	-	750	4,540	-	2,876	-	10,664	11,575	450	-	30,855	26,605	4,250	43,865	43,813	43,813	-	12,958	70%
4345	NonInstStdntSup	-	-	2,801	-	-	-	-	-	-	-	2,801	3,522	(720)	2,000	4,002	4,002	-	1,201	70%
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	600	(600)	1,000	1,000	1,000	-	1,000	0%
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	1,200	(1,200)	-	2,000	2,000	-	2,000	0%
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	78	(78)	11,329	1,129	129	(1,000)	129	0%
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	1,500	(1,500)	2,500	2,500	2,500	-	2,500	0%
4430	OffceFurnEqp<5k	-	-	-	-	-	-	715	-	-	-	715	1,371	(656)	5,000	3,000	3,000	-	2,285	24%
4440	Computers <$5k	-	-	-	-	-	-	-	-	-	-	-	3,000	(3,000)	5,000	5,000	5,000	-	5,000	0%
4460	Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	25,459	25,935	-	-	51,393	51,623	(229)	115,000	50,000	95,000	45,000	43,607	54%
4720	Food:Other Food	-	-	-	-	-	-	-	-	-	312	312	2,513	(2,201)	2,000	4,500	4,500	-	4,188	7%
4990	Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	3,600	(3,600)	-	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)	26,780	33,987	31,644	2,343	-	-	-	-	(33,987)	-
	SUBTOTAL - Books and Supplies	-	3,644	35,184	3,316	4,870	3,619	33,064	40,873	1,153	30,126	155,849	179,561	(23,712)	238,640	189,421	237,628	48,206	81,778	66%

April 2019 Monthly Update Actuals through April 30, 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	Apr 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
Services & Other Operating Expenses																			
5101 CMO Fees	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	86,044	86,044	-	103,253	103,253	103,253	-	17,209	83%
5205 Conference Fees	678	-	-	-	-	-	-	-	-	-	678	1,471	(793)	2,000	2,000	2,000	-	1,322	34%
5210 MilesParkTolls	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5215 TravConferences	-	-	-	-	-	-	261	-	-	-	261	705	(443)	1,000	1,000	1,000	-	739	26%
5220 TraLodging	-	-	-	-	-	-	-	-	361	-	361	0	360	-	-	361	361	0	100%
5300 DuesMemberships	-	-	1,280	-	-	2,450	-	-	-	1,020	4,750	3,880	870	5,000	5,000	5,000	-	250	95%
5450 Other Insurance	1,607	536	536	536	536	-	536	536	1,072	536	6,431	7,530	(1,099)	11,836	11,836	11,836	-	5,405	54%
5500 OpsHousekeeping	-	-	-	-	-	-	-	-	-	-	-	309	(309)	515	515	515	-	515	0%
5510 Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610 Rent & Leases	789	-	-	61,667	-	-	-	59,025	15,086	15,086	151,653	152,456	(803)	185,000	185,000	185,000	-	33,347	82%
5620 EquipmentLeases	398	366	323	299	656	195	260	1,872	915	431	5,715	2,497	3,218	18,432	18,432	18,432	-	12,717	31%
5630 Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	-	-	-	10,000	10,000	10,000	-	10,000	0%
5800 ProfessServices	-	-	2,126	708	2,420	-	2,169	-	1,692	-	9,115	9,591	(475)	121,071	12,728	12,728	-	3,613	72%
5810 Legal	-	-	-	-	-	-	98	340	40	-	478	2,811	(2,333)	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	2,948	29,484	50,639	(21,155)	29,484	29,484	29,484	-	-	100%
5814 SchPrgAcadComps	-	-	-	-	-	220	-	-	-	-	220	220	-	5,000	5,000	5,000	-	4,780	4%
5819 SchlProgs-Other	-	-	-	-	21	-	1,070	-	-	600	1,691	1,091	600	3,600	3,600	3,600	-	1,909	47%
5820 Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	8,334	8,334	8,334	-	8,334	0%
5825 DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835 Field Trips	-	-	446	-	700	389	-	-	(500)	2,742	3,777	1,535	2,242	10,000	9,000	13,000	4,000	9,223	29%
5836 FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840 MarkngStdtRecrt	-	-	-	-	1,092	-	-	-	6,107	-	7,199	2,473	4,726	7,500	9,500	9,500	-	2,301	76%
5850 Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	24,292	24,292	24,292	-	24,292	0%
5857 Payroll Fees	-	-	-	-	-	-	1,307	808	822	827	3,765	5,071	(1,307)	10,038	10,038	10,038	-	6,273	38%
5860 Service Fees	1,864	-	4	-	-	-	-	-	-	-	1,868	1,114	754	612	612	612	-	(1,256)	305%
5861 Prior Year Services								5,956	-	-	5,956	5,956	-	-	11,855	11,855	-	5,899	50%
5863 Prof Developmnt	-	-	-	127	1,005	-	379	100	-	-	1,611	1,511	100	10,000	10,000	9,639	(361)	8,028	17%
5864 Prof Dev-Other	-	-	1,377	191	159	-	782	3,750	-	1,235	7,493	2,509	4,985	20,085	20,085	20,085	-	12,592	37%
5869 SpEd Ctrct Inst	-	-	-	1,673	3,758	-	-	875	3,291	10,471	20,068	18,173	1,895	-	40,212	41,306	1,094	21,238	49%
5872 SpEd Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	42,998	42,998	-	42,998	0%
5875 StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884 Substitutes	-	141	3,396	-	13,676	-	480	12,059	2,938	-	32,690	41,892	(9,201)	20,686	30,686	30,686	-	(2,004)	107%
5890 OthSvcsNon-Inst	-	-	-	-	-	-	-	3,193	-	-	3,193	-	3,193	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	534	4,689	3,783	905	53,079	4,323	5,697	1,374	1,008	82%
5930 PostageDelivery	-	302	-	-	-	13	343	-	36	32	726	1,951	(1,226)	2,882	2,882	2,882	-	2,156	25%
5940 Technology	-	-	-	-	-	-	1,231	-	274	-	1,504	1,231	274	-	52,284	50,910	(1,374)	49,406	3%
SUBTOTAL - Services & Operations	14,397	10,376	24,415	80,125	36,057	14,821	28,183	94,599	44,174	45,067	392,215	407,238	(15,023)	697,742	944,094	949,188	5,094	556,973	41%

April 2019 Monthly Update
Actuals through April 30, 2019)

MSA 5

		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
Capital Outlay & Depreciation																				
6100	Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20,000	20,000	-	20,000	0%
6900	Depreciation	-	-	-	5,860	-	-	-	-	7,325	1,465	14,649	7,618	7,032	17,579	17,579	17,579	-	2,930	83%
	SUBTOTAL - Cap Outlay & Dep.	-	-	-	5,860	-	-	-	-	7,325	1,465	14,649	7,618	7,032	17,579	37,579	37,579	-	22,930	39%
Other Outflows																				
7299	Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	42,998	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	42,998	-	-	-	-	-
	TOTAL EXPENDITURES	87,096	155,119	219,312	256,055	205,336	168,125	225,107	286,937	205,225	244,228	2,052,540	2,085,376	(32,836)	2,820,978	3,082,866	3,134,866	52,000	1,082,326	65%

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-5	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr ACTUALS	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,731,955**	**1,683,567**	**1,671,800**	**1,631,086**	**1,718,557**	**1,701,739**	**1,660,593**	**1,744,074**	**1,742,871**	**1,939,637**	**1,970,157**	**1,904,616**	**1,839,075**	
Revenue														
LCFF Entitlement	28,614	123,047	141,604	233,731	156,627	118,475	212,529	261,546	383,747	208,075	271,892	271,892	135,946	**2,547,726**
Federal Revenue	-	-	-	-	23,659	-	53,193	5,090	-	20,328	25,387	25,387	12,693	**165,737**
Other State Revenues	6,191	-	-	6,206	19,165	4,359	19,308	13,101	74,635	38,590	44,646	44,646	22,323	**293,170**
Other Local Revenues	2,458	(1,219)	0	28	13,063	(0)	(12,101)	38	3,531	1,637	(1,294)	(1,294)	(647)	**4,200**
Total Revenue	**37,263**	**121,828**	**141,604**	**239,966**	**212,514**	**122,834**	**272,929**	**279,775**	**461,913**	**268,629**	**340,631**	**340,631**	**170,315**	**3,010,833**
Expenses														
Certificated Salaries	43,901	92,783	99,488	98,991	103,500	103,797	92,464	100,269	102,371	102,873	79,704	79,704	31,557	**1,131,400**
Classified Salaries	16,335	357	23,531	24,338	21,654	21,348	21,700	25,343	24,410	25,152	25,989	25,989	18,588	**274,735**
Benefits	12,463	47,959	36,694	43,426	39,254	24,541	49,695	25,852	25,792	39,545	63,086	63,086	31,812	**503,205**
Books and Supplies	-	3,644	35,184	3,316	4,870	3,619	33,064	40,873	1,153	30,126	13,429	13,429	31,209	**213,916**
Services and Operations	14,397	10,376	24,415	80,125	36,057	14,821	28,183	94,599	44,174	45,067	220,752	220,752	100,446	**934,165**
Depreciation / Cap Outlay	-	-	-	5,860	-	-	-	-	7,325	1,465	9,172	9,172	11,618	**44,611**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**87,096**	**155,119**	**219,312**	**256,055**	**205,336**	**168,125**	**225,107**	**286,937**	**205,225**	**244,228**	**412,131**	**412,131**	**225,230**	**3,102,031**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	74,941	40,102	-	25,903	2,948	-	-	-	-	-	-	-		**143,894**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets/Accrual Adj			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	5,860	1,465	1,465	1,465	1,465	1,465	1,465	1,465	1,465		**17,579**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(77,989)	(20,810)	-	-	-	-	-	-	-	-	-	-		**(98,800)**
Accounts Payable - Current Year		(2,262)	32,499	67,304	(32,903)	(1,814)	29,699	-	(65,882)	160	-	-		**26,802**
Summer Holdback for Teachers	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494	4,494		**53,928**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**1,446**	**21,524**	**36,993**	**103,561**	**(23,996)**	**4,145**	**35,658**	**5,959**	**(59,923)**	**6,119**	**5,959**	**5,959**		**143,404**
Total Change in Cash	**(48,388)**	**(11,767)**	**(40,714)**	**87,471**	**(16,818)**	**(41,146)**	**83,481**	**(1,203)**	**196,766**	**30,520**	**(65,541)**	**(65,541)**		**52,206**
ENDING CASH	**1,683,567**	**1,671,800**	**1,631,086**	**1,718,557**	**1,701,739**	**1,660,593**	**1,744,074**	**1,742,871**	**1,939,637**	**1,970,157**	**1,904,616**	**1,839,075**		

<<< = 216 days cash

April 2019 Monthly Update (Actuals through April 30, 2019) MSA 6						Year To Date									Annual Budget				
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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	-		
SUMMARY																			
Revenue																			
LCFF Entitlement	22,456	92,814	77,843	116,164	116,164	116,164	173,865	138,620	133,174	101,441	1,088,707	1,090,172	(1,465)	1,464,746	1,482,738	1,482,738	-	394,031	73%
Federal Revenue	1,847	3,693	2,462	2,462	20,499	2,462	38,835	8,317	1,101	12,660	94,339	94,371	(32)	166,466	126,006	126,006	-	31,667	75%
Other State Revenues	5,477	10,955	-	65,004	7,303	16,707	23,421	23,111	88,147	17,230	257,355	242,143	15,212	249,668	311,339	311,678	338	54,323	83%
Other Local Revenues	-	-	-	0	1,147	1,050	-	7,100	2,615	220	12,132	17,197	(5,065)	15,000	16,200	21,200	5,000	9,068	57%
Total Revenue	29,780	107,462	80,305	183,631	145,113	136,384	236,121	177,148	225,038	131,551	1,452,533	1,443,882	8,650	1,895,880	1,936,283	1,941,622	5,338	489,089	75%
Expenditures																			
Certificated Salaries	37,902	59,182	63,807	60,015	60,340	60,065	59,307	61,015	62,165	59,957	583,755	584,384	(629)	723,179	713,967	713,967	-	130,212	82%
Classified Salaries	3,601	8,533	9,361	9,485	8,521	8,589	9,066	10,779	10,787	10,268	88,990	87,463	1,526	111,000	124,194	124,194	-	35,205	72%
Benefits	5,601	25,830	15,462	31,292	23,132	13,356	23,028	14,801	15,646	29,436	197,583	215,908	(18,324)	341,933	340,503	337,503	(3,000)	139,920	59%
Books and Supplies	1,520	7,166	18,437	4,667	4,102	3,215	8,551	11,078	891	1,905	61,532	72,290	(10,757)	149,590	93,430	96,493	3,063	34,961	64%
Services and Operating Exp.	8,918	37,457	19,254	28,732	29,757	15,445	44,009	44,787	31,177	24,630	284,167	300,432	(16,265)	473,140	624,706	639,643	14,937	355,476	44%
Depreciation & Cap Outlay	-	-	-	5,519	-	-	-	-	6,459	-	11,978	15,519	(3,541)	16,557	23,222	13,560	(9,662)	1,582	88%
Other Outflows	-	1,465	(8,042)	1,953	1,953	1,953	2,005	3,430	874	1,641	7,232	51,287	(44,055)	22,690	-	-	-	(7,232)	-
Total Expenditures	57,542	139,634	118,278	141,663	127,805	102,623	145,966	145,891	128,000	127,836	1,235,237	1,327,282	(92,045)	1,838,089	1,920,023	1,925,361	5,338	690,124	64%
Net Revenues											217,295	116,601	100,695	57,791	16,261	16,261	(0)	(201,035)	

Fund Balance			**Fund Balance**	
Beginning Balance (Audited)			Beginning Balance (Audited)	1,603,898
Net Revenues			Net Revenues	16,261
Ending Fund Balance			**Ending Fund Balance**	1,620,159
Components of Ending Fund Balance			**Components of Fund Bal.**	
Available For Economic Uncertainty			Available For Econ. Uncert.	1,557,617	80.9% of Expenditures
Restricted Balances			Restricted Balances	40,071	2.1% of Expenditures
Net Fixed Assets			Net Fixed Assets	22,471	1.2% of Expenditures
Ending Fund Balance			**Ending Fund Balance**	1,620,159	84.1% of Expenditures

DMS
DELTA MANAGED SOLUTIONS

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 84.1% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is $1,396,392, which represents 278 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 $5,338, 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 $338 higher 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 $5,338, 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 $3,063 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 $14,937 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 ($9,662) lower than in the Second Interim, reflecting updated depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

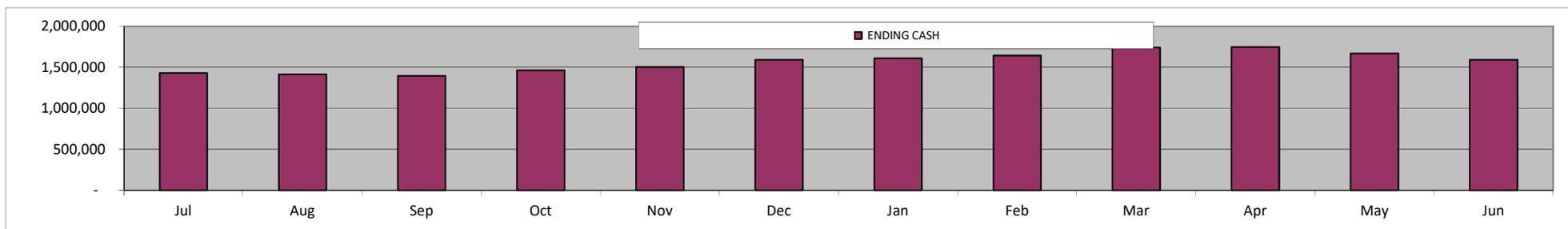| April 2019 Monthly Update (Actuals through April 30, 2019) MSA 6	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
REVENUE DETAIL																			
LCFF Entitlement																			
8011 State Aid	-	47,902	47,902	86,223	86,223	86,223	86,223	86,223	77,948	77,948	682,815	677,696	5,119	963,048	921,576	921,576	-	238,761	74%
8012 EPA Entitlement	-	-	-	-	-	-	57,701	-	52,326	-	110,027	115,402	(5,375)	175,782	203,158	203,158	-	93,131	54%
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	16	(443)	(427)	-	(427)	-	-	-	-	427	
8096 InLieuPropTaxes	22,456	44,912	29,941	29,941	29,941	29,941	29,941	52,397	2,884	23,936	296,292	297,074	(782)	325,916	358,004	358,004	-	61,712	83%
SUBTOTAL - LCFF Entitlement	22,456	92,814	77,843	116,164	116,164	116,164	173,865	138,620	133,174	101,441	1,088,707	1,090,172	(1,465)	1,464,746	1,482,738	1,482,738	-	394,031	73%
Federal Revenue																			
8181 SpEd - Revenue	1,847	3,693	2,462	2,462	2,462	2,462	2,523	4,323	1,101	2,068	25,404	20,022	5,382	28,921	28,921	28,921	-	3,517	88%
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	50,307	-	-	-	-	
8290 All Other Federal Revenue	-	-	-	-	18,037	-	36,312	3,994	-	10,592	68,935	74,349	(5,414)	87,238	97,085	97,085	-	28,150	71%
SUBTOTAL - Federal Revenue	1,847	3,693	2,462	2,462	20,499	2,462	38,835	8,317	1,101	12,660	94,339	94,371	(32)	166,466	126,006	126,006	-	31,667	75%
Other State Revenue																			
8311 SpEd Revenue	5,477	10,955	-	7,303	7,303	14,174	7,502	12,829	3,269	6,474	75,286	79,212	(3,926)	84,525	91,190	91,528	338	16,242	82%
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	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	-	-	10,756	16,086	10,660	5,426	28,658	28,658	28,658	-	12,572	56%
8590 AllOthStateRev	-	-	-	57,701	-	-	10,589	-	84,878	-	153,168	149,738	3,430	76,950	160,409	160,409	-	7,241	95%
SUBTOTAL - Other State Revenue	5,477	10,955	-	65,004	7,303	16,707	23,421	23,111	88,147	17,230	257,355	242,143	15,212	249,668	311,339	311,678	338	54,323	83%
Local Revenue																			
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)	220	9,517	17,197	(7,680)	15,000	15,000	20,000	5,000	10,483	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	-	-	-	0	1,147	(97)	(1,050)	(7,100)	9,715	-	2,615	-	2,615	-	-	-	-	(2,615)	
SUBTOTAL - Local Revenue	-	-	-	0	1,147	1,050	-	7,100	2,615	220	12,132	17,197	(5,065)	15,000	16,200	21,200	5,000	9,068	57%
TOTAL REVENUE	29,780	107,462	80,305	183,631	145,113	136,384	236,121	177,148	225,038	131,551	1,452,533	1,443,882	8,650	1,895,880	1,936,283	1,941,622	5,338	489,089	75%

April 2019 Monthly Update (Actuals through April 30, 2019) MSA 6	Year To Date													Annual Budget					
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
EXPENDITURES DETAIL																			
Certificated Salaries																			
1100 TeacherSalaries	20,000	45,280	49,905	46,113	46,438	46,163	45,405	47,063	48,113	46,055	440,535	441,364	(829)	550,355	541,143	541,143	-	100,608	81%
1300 Cert Adminis	17,902	13,902	13,902	13,902	13,902	13,902	13,902	13,952	14,052	13,902	143,220	143,020	200	172,824	172,824	172,824	-	29,604	83%
SUBTOTAL - Certificated Salaries	37,902	59,182	63,807	60,015	60,340	60,065	59,307	61,015	62,165	59,957	583,755	584,384	(629)	723,179	713,967	713,967	-	130,212	82%
Classified Salaries																			
2400 Clerical & Tech	3,244	4,166	4,080	4,720	4,173	4,292	4,212	4,323	4,785	4,316	42,311	41,523	788	45,000	48,062	48,062	-	5,752	88%
2900 OtherClassStaff	356	4,367	5,281	4,766	4,347	4,297	4,855	6,456	6,002	5,952	46,679	45,941	738	66,000	76,132	76,132	-	29,453	61%
SUBTOTAL - Classified Salaries	3,601	8,533	9,361	9,485	8,521	8,589	9,066	10,779	10,787	10,268	88,990	87,463	1,526	111,000	124,194	124,194	-	35,205	72%
Employee Benefits																			
3101 STRS	1,926	9,635	9,737	9,770	9,063	9,779	9,655	9,933	10,120	9,761	89,380	97,910	(8,530)	110,560	110,960	110,960	-	21,580	81%
3202 PERS	650	1,505	1,635	1,524	1,158	1,478	1,576	1,728	1,622	1,768	14,642	12,877	1,765	20,049	20,229	20,229	-	5,587	72%
3301 OASDI/Med	823	1,507	1,638	1,593	1,524	1,525	1,550	1,706	1,723	1,652	15,240	14,233	1,007	21,709	22,029	22,029	-	6,790	69%
3401 HlthWelfare	-	12,349	1,718	17,579	10,653	575	9,513	600	712	15,521	69,222	80,926	(11,704)	173,809	171,479	168,479	(3,000)	99,257	41%
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	734	8,808	6,223	2,585	9,393	9,393	9,393	-	585	94%
3701 Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes	-	-	-	-	-	-	-	-	-	-	-	3,548	(3,548)	5,913	5,913	5,913	-	5,913	0%
SUBTOTAL - Employee Benefits	5,601	25,830	15,462	31,292	23,132	13,356	23,028	14,801	15,646	29,436	197,583	215,908	(18,324)	341,933	340,503	337,503	(3,000)	139,920	59%
Books & Supplies																			
4100 Text&CoreCurric	-	-	7,016	140	-	-	2,875	-	-	-	10,031	19,462	(9,431)	25,750	25,750	25,750	-	15,719	39%
4200 BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	637	(637)	1,061	1,061	1,061	-	1,061	0%
4310 Ins Mats & Sups	-	-	840	-	149	-	304	7,068	-	-	8,360	6,885	1,475	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	3,671	(578)	10,000	7,000	7,000	-	3,907	44%
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326 Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335 PE Supplies	-	-	-	-	-	-	766	-	-	-	766	1,243	(476)	1,500	1,560	1,560	-	794	49%
4340 Educat Software	-	375	-	3,969	1,979	-	1,988	9,075	450	-	17,836	10,984	6,852	21,916	22,291	22,291	-	4,455	80%
4345 NonInstStdntSup	-	-	-	-	-	-	1,201	657	-	-	1,858	2,542	(683)	2,652	3,792	4,092	300	2,234	45%
4346 TeacherSupplies	-	-	46	-	-	-	-	54	-	-	100	1,865	(1,766)	1,132	3,132	3,132	-	3,032	3%
4350 Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-	900	(900)	1,500	1,500	1,500	-	1,500	0%
4390 Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	2,000	2,000	-	(2,000)	-	-
4400 NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410 ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	600	(600)	1,000	1,000	1,000	-	1,000	0%
4430 OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	1,500	(1,500)	2,500	2,500	2,500	-	2,500	0%
4440 Computers <$5k	-	-	-	-	-	-	752	-	-	-	752	4,102	(3,350)	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	1,278	(817)	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	1,905	18,275	16,621	1,654	-	-	-	-	(18,275)	-
SUBTOTAL - Books and Supplies	1,520	7,166	18,437	4,667	4,102	3,215	8,551	11,078	891	1,905	61,532	72,290	(10,757)	149,590	93,430	96,493	3,063	34,961	64%

April 2019 Monthly Update (Actuals through April 30, 2019) MSA 6	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
Services & Other Operating Expenses																			
5101 CMO Fees	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	38,710	38,710	-	46,452	46,452	46,452	-	7,742	83%
5205 Conference Fees	-	-	-	-	-	-	-	-	-	-	-		-	-		-	-	-	-
5210 MilesParkTolls	-	-	84	198	630	104	0	0	37	31	1,085	1,292	(207)	1,545	1,545	1,545	-	460	70%
5215 TravConferences	-	-	-	-	-	-	-	-	-	-		337	(337)	561	561	561	-	561	0%
5220 TraLodging	-	-	-	-	-	-	-	-	-	-		768	(768)	1,000	1,280	1,280	-	1,280	0%
5300 DuesMemberships	-	970	900	-	-	-	2,025	33	1,550	-	5,478	3,900	1,577	1,937	5,487	5,487	-	9	100%
5450 Other Insurance	1,553	518	518	518	518	-	518	518	1,036	518	6,215	6,877	(662)	10,771	10,771	10,771	-	4,556	58%
5500 OpsHousekeeping	-	-	-	312	-	-	156	0	189	-	657	1,273	(616)	2,000	2,000	2,000	-	1,343	33%
5510 Gas & Electric	317	57	21	570	511	0	493	71	925	24	2,989	4,934	(1,945)	7,931	7,931	7,931	-	4,942	38%
5610 Rent & Leases	-	19,000	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	95,000	95,000	-	114,000	114,000	114,000	-	19,000	83%
5620 EquipmentLeases	-	-	419	437	420	214	570	382	499	214	3,156	3,222	(66)	5,092	5,092	5,092	-	1,936	62%
5630 Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-		1,200	(1,200)	2,000	2,000	2,000	-	2,000	0%
5800 ProfessServices	-	6,825	907	4,828	6,125	-	8,307	-	7,797	974	35,763	36,992	(1,229)	86,753	49,188	60,820	11,632	25,057	59%
5810 Legal	-	-	83	568	-	-	4,729	-	-	-	5,379	5,379	-	20,000	20,000	20,000	-	14,621	27%
5811 Property Tax	-	-	-	-	-	-	-	-	-	-			-			-	-	-	-
5813 SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-			-	3,000	-	-	-	-	-
5814 SchPrgAcadComps	-	-	-	-	-	-	-	116	-	-	116	531	(415)	1,000	1,000	1,000	-	885	12%
5819 SchlProgs-Other	-	-	-	-	-	-	-	-	-	-			-	10,000	10,000	10,300	300	10,300	0%
5820 Audit & CPA	-	875	-	148	-	-	700	0	-	-	1,723	1,723	-	4,774	4,774	4,774	-	3,051	36%
5825 DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-			-		-	-	-	-	-
5835 Field Trips	-	-	-	1,368	1,318	-	-	1,085	690	1,545	6,006	8,685	(2,679)	10,000	14,067	15,135	1,068	9,129	40%
5836 FieldTrip Trans	-	-	-	-	-	-	-	-	-	-			-		-	-	-	-	-
5840 MarkngStdtRecrt	-	-	-	1,317	-	-	7,160	2,160	-	-	10,637	8,477	2,160	18,000	15,000	17,000	2,000	6,363	63%
5850 Oversight Fees	870	1,480	1,160	1,160	1,160	1,160	1,160	2,030	1,275	1,038	12,491	10,107	2,384	15,756	15,756	15,756	-	3,265	79%
5857 Payroll Fees	-	-	-	-	-	-	987	614	624	635	2,859	5,777	(2,918)	10,844	10,844	10,844	-	7,985	26%
5860 Service Fees	-	-	3	1,148	-	-	0	(0)	-	-	1,152	1,979	(827)	530	2,530	2,530	-	1,378	46%
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-			-		-	-	-	-	-
5863 Prof Developmnt	-	-	-	-	-	-	-	1,871	975	-	2,846	1,724	1,122	2,000	5,720	5,720	-	2,874	50%
5864 Prof Dev-Other	-	-	-	-	-	-	-	12	-	-	12		12	23,000	15,450	15,450	-	15,439	0%
5869 SpEd Ctrct Inst	-	-	-	-	3,188	-	-	15,340	-	3,251	21,780	23,729	(1,949)		56,077	56,014	(63)	34,234	39%
5872 SpEd Fees	1,465	1,465	977	(0)	-	0	-	(0)	-	-	3,906	3,906	-		22,690	22,690	-	18,784	17%
5875 StaffRecruiting	-	-	-	-	-	-	-	-	-	-			-		-	-	-	-	-
5884 Substitutes	-	1,614	-	-	939	595	-	754	1,015	1,861	6,778	8,681	(1,903)	16,000	16,000	16,000	-	9,222	42%
5890 OthSvcsNon-Inst	-	-	-	-	767	-	-	2,300	-	-	3,066	10,767	(7,700)	10,943	121,240	121,240	-	118,174	3%
5900 Communications	-	-	-	1,575	-	-	-	200	-	-	1,775	1,710	65	3,090	2,000	2,000	-	225	89%
5920 TelecomInternet	842	784	811	812	812	0	2,153	1,239	1,193	1,168	9,812	8,179	1,633	39,161	13,090	13,090	-	3,278	75%
5930 PostageDelivery	-	-	-	403	-	-	451	-	-	-	853	3,341	(2,488)	5,000	5,000	5,000	-	4,147	17%
5940 Technology	-	-	-	-	-	-	1,231	2,692	-	-	3,923	1,231	2,692		27,161	27,161	-	23,238	14%
SUBTOTAL - Services & Operations	8,918	37,457	19,254	28,732	29,757	15,445	44,009	44,787	31,177	24,630	284,167	300,432	(16,265)	473,140	624,706	639,643	14,937	355,476	44%

April 2019 Monthly Update Actuals through April 30, 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	Apr 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
Capital Outlay & Depreciation																			
6100 Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	-	-	-	-	6,459	-	6,459	10,000	(3,541)	-	6,665	(2,997)	(9,662)	(9,456)	-216%
6900 Depreciation	-	-	-	5,519	-	-	-	-	-	-	5,519	5,519	-	16,557	16,557	16,557	-	11,038	33%
SUBTOTAL - Cap Outlay & Dep.	-	-	-	5,519	-	-	-	-	6,459	-	11,978	15,519	(3,541)	16,557	23,222	13,560	(9,662)	1,582	88%
Other Outflows																			
7299 Encroachment	-	1,465	(8,042)	1,953	1,953	1,953	2,005	3,430	874	1,641	7,232	51,287	(44,055)	22,690	-	-	-	(7,232)	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	1,465	(8,042)	1,953	1,953	1,953	2,005	3,430	874	1,641	7,232	51,287	(44,055)	22,690	-	-	-	(7,232)	-
TOTAL EXPENDITURES	57,542	139,634	118,278	141,663	127,805	102,623	145,966	145,891	128,000	127,836	1,235,237	1,327,282	(92,045)	1,838,089	1,920,023	1,925,361	5,338	690,124	64%

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-6	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr ACTUALS	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,442,531	1,431,964	1,415,240	1,396,392	1,464,610	1,503,878	1,592,794	1,609,394	1,643,373	1,741,992	1,746,864	1,669,172	1,591,480	
Revenue														
LCFF Entitlement	22,456	92,814	77,843	116,164	116,164	116,164	173,865	138,620	133,174	101,441	157,612	157,612	78,806	1,482,738
Federal Revenue	1,847	3,693	2,462	2,462	20,499	2,462	38,835	8,317	1,101	12,660	12,667	12,667	6,333	126,006
Other State Revenues	5,477	10,955	-	65,004	7,303	16,707	23,421	23,111	88,147	17,230	21,594	21,594	10,797	311,339
Other Local Revenues	-	-	-	0	1,147	1,050	-	7,100	2,615	220	1,627	1,627	814	16,200
Total Revenue	29,780	107,462	80,305	183,631	145,113	136,384	236,121	177,148	225,038	131,551	193,500	193,500	96,750	1,936,283
Expenses														
Certificated Salaries	37,902	59,182	63,807	60,015	60,340	60,065	59,307	61,015	62,165	59,957	52,085	52,085	25,414	713,338
Classified Salaries	3,601	8,533	9,361	9,485	8,521	8,589	9,066	10,779	10,787	10,268	14,082	14,082	8,567	125,721
Benefits	5,601	25,830	15,462	31,292	23,132	13,356	23,028	14,801	15,646	29,436	57,168	57,168	7,260	319,179
Books and Supplies	1,520	7,166	18,437	4,667	4,102	3,215	8,551	11,078	891	1,905	12,759	12,759	(1,315)	85,736
Services and Operations	8,918	37,457	19,254	28,732	29,757	15,445	44,009	44,787	31,177	24,630	136,216	136,216	66,780	623,378
Depreciation / Cap Outlay	-	-	-	5,519	-	-	-	-	6,459	-	4,498	4,498	(10,954)	10,020
Other Outflows	-	1,465	(8,042)	1,953	1,953	1,953	2,005	3,430	874	1,641	(2,893)	(2,893)	(45,501)	(44,055)
Total Expenses	57,542	139,634	118,278	141,663	127,805	102,623	145,966	145,891	128,000	127,836	273,914	273,914	50,251	1,833,316
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	55,255	24,396	-	11,190	19,238	52,435	-	-	-	-	-	-		162,513
Accounts Receivable - Current Year		-	-	-	-	-	-	-	-	-	-	-		-
Other Assets/Accrual Adj		-	-	-	-	-	-	-	-	-	-	-		-
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)	(1,564)	-	-		(60,665)
Summer Holdback for Teachers	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342		16,104
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	17,195	15,447	19,126	26,250	21,959	55,156	(73,556)	2,722	1,581	1,157	2,722	2,722		92,481
Total Change in Cash	(10,567)	(16,725)	(18,847)	68,218	39,268	88,917	16,600	33,979	98,619	4,872	(77,692)	(77,692)		195,448
ENDING CASH	1,431,964	1,415,240	1,396,392	1,464,610	1,503,878	1,592,794	1,609,394	1,643,373	1,741,992	1,746,864	1,669,172	1,591,480		

<<< = 317 days cash

April 2019 Monthly Update (Actuals through April 30, 2019)											Year To Date				Annual Budget					
MSA 7	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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:															278	278	-		
SUMMARY																			
Revenue																			
LCFF Entitlement	39,774	163,536	137,019	204,208	204,208	204,208	402,239	243,982	304,137	208,762	2,112,075	2,095,193	16,881	2,757,763	2,794,305	2,794,305	-	682,230	76%
Federal Revenue	22,640	6,541	(15,009)	4,361	30,540	4,361	194,432	9,517	5,155	36,638	299,176	302,205	(3,029)	249,020	444,804	444,804	-	145,628	67%
Other State Revenues	9,702	19,403	-	111,950	119,405	29,046	(64,921)	46,148	238,977	34,544	544,255	534,970	9,285	672,875	720,162	723,249	3,087	178,995	75%
Other Local Revenues	4,833	646	95	5,169	249	5,248	(2,155)	122,748	(74,950)	1,748	63,632	41,723	21,909	27,052	48,773	59,728	10,955	(3,904)	107%
Total Revenue	**76,949**	**190,126**	**122,106**	**325,689**	**354,403**	**242,863**	**529,595**	**422,396**	**473,319**	**281,693**	**3,019,137**	**2,974,091**	**45,047**	**3,706,710**	**4,008,045**	**4,022,087**	**14,042**	**1,002,949**	**75%**
Expenditures																			
Certificated Salaries	78,995	91,319	92,062	91,584	93,134	91,984	90,984	92,484	93,260	91,394	907,200	905,827	1,374	1,135,377	1,185,835	1,185,835	-	278,635	77%
Classified Salaries	16,649	19,588	29,948	31,072	26,771	28,802	30,245	32,859	32,408	34,516	282,858	273,810	9,049	269,611	381,786	369,423	(12,363)	86,565	77%
Benefits	14,223	47,944	26,467	52,533	38,569	23,971	51,425	26,997	30,311	27,083	339,522	389,781	(50,260)	473,427	499,364	499,364	-	159,842	68%
Books and Supplies	-	2,265	41,000	(4,242)	18,944	17,422	3,935	6,692	(816)	42,046	127,248	125,183	2,064	227,293	166,162	149,821	(16,340)	22,574	85%
Services and Operating Exp.	78,255	87,950	121,244	120,656	115,857	101,604	130,042	102,931	106,705	101,431	1,066,676	1,076,750	(10,074)	1,442,279	1,673,671	1,680,691	7,020	614,014	63%
Depreciation & Cap Outlay	-	-	-	5,329	12,268	-	7,819	84,246	-	-	109,662	111,811	(2,149)	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	3,072	17,885	20,318	(2,433)	42,987	-	-	-	(17,885)	-
Total Expenditures	**188,123**	**251,661**	**299,516**	**300,392**	**309,002**	**267,243**	**318,001**	**352,285**	**265,287**	**299,542**	**2,851,051**	**2,903,480**	**(52,429)**	**3,606,961**	**4,285,808**	**4,299,850**	**14,042**	**1,448,799**	**66%**
Net Revenues											**168,087**	**70,611**	**97,476**	**99,749**	**(277,763)**	**(277,763)**	**0**	**(445,850)**	
Fund Balance														**Fund Balance**					
Beginning Balance (Audited)														Beginning Balance (Audited)		1,498,196			
Net Revenues														Net Revenues		(277,763)			
Ending Fund Balance														**Ending Fund Balance**		**1,220,433**			
Components of Ending Fund Balance														**Components of Fund Bal.**					
Available For Economic Uncertainty														Available For Econ. Uncert.		1,027,480	23.9% of Expenditures		
Restricted Balances														Restricted Balances		30,185	0.7% of Expenditures		
Net Fixed Assets														Net Fixed Assets		162,768	3.8% of Expenditures		
Ending Fund Balance														**Ending Fund Balance**		**1,220,433**	**28.4% of Expenditures**		

DMS
DELTA MANAGED SOLUTIONS

MSA-7   Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($277,763).

This is an increase 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 $14,042, or 0.4% 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 $3,087 higher 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 $14,042, 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 ($12,363) 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 ($16,340) 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 $7,020 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.

DMS
DELTA MANAGED SOLUTIONS

April 2019 Monthly Update Actuals through April 30, 2019)						Year To Date								Annual Budget					
MSA 7	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
REVENUE DETAIL																			
LCFF Entitlement																			
8011 State Aid	-	83,987	83,987	151,176	151,176	151,176	151,176	151,176	164,734	164,734	1,253,322	1,222,678	30,644	1,817,619	1,755,504	1,755,504	-	502,182	71%
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	-	(788)	(40)	-	(40)	-	-	-	-	40	
8096 InLieuPropTaxes	39,774	79,549	53,032	53,032	53,032	53,032	53,032	92,806	32,427	44,816	554,534	574,484	(19,951)	617,485	670,286	670,286	-	115,752	83%
SUBTOTAL - LCFF Entitlement	39,774	163,536	137,019	204,208	204,208	204,208	402,239	243,982	304,137	208,762	2,112,075	2,095,193	16,881	2,757,763	2,794,305	2,794,305	-	682,230	76%
Federal Revenue																			
8181 SpEd - Revenue	3,271	6,541	4,361	4,361	4,361	4,361	4,469	7,658	4,310	3,871	47,563	36,063	11,500	54,794	54,794	54,794	-	7,231	87%
8220 SchLunchFederal	19,369	-	(19,369)	-	-	-	-	-	-	-	-	-	-	80,273	-	-	-	-	
8290 All Other Federal Revenue	-	-	-	-	26,179	-	189,963	1,859	845	32,767	251,613	266,142	(14,529)	113,953	390,010	390,010	-	138,397	65%
SUBTOTAL - Federal Revenue	22,640	6,541	(15,009)	4,361	30,540	4,361	194,432	9,517	5,155	36,638	299,176	302,205	(3,029)	249,020	444,804	444,804	-	145,628	67%
Other State Revenue																			
8311 SpEd Revenue	9,702	19,403	-	12,935	12,935	24,559	13,288	22,722	12,789	14,575	142,909	140,823	2,086	160,141	171,416	174,503	3,087	31,595	82%
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	6,152	-	-	-	-	
8550 MandCstReimburs	-	-	-	-	-	4,487	-	23,426	-	-	27,913	29,487	(1,574)	98,718	55,053	55,053	-	27,140	51%
8560 StateLotteryRev	-	-	-	-	-	-	12,384	-	-	19,969	32,353	24,768	7,585	54,298	54,298	54,298	-	21,945	60%
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%
SUBTOTAL - Other State Revenue	9,702	19,403	-	111,950	119,405	29,046	(64,921)	46,148	238,977	34,544	544,255	534,970	9,285	672,875	720,162	723,249	3,087	178,995	75%
Local Revenue																			
8600 Other Local Revenue	-	-	-	-	-	-	30,439	-	-	-	30,439	30,000	439	-	31,639	31,639	-	1,200	96%
8634 StudentLunchFee	-	-	-	-	-	-	-	23	-	-	23	(14)	36	10,560	-	-	-	(23)	
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8699 Other Revenue	90	646	-	5,264	-	249	6,232	312	17,047	1,748	31,589	11,082	20,508	16,492	17,134	28,089	10,955	(3,500)	112%
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	632	949	-	-	-	-	(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)	-	-	-	-	-	
SUBTOTAL - Local Revenue	4,833	646	95	5,169	249	5,248	(2,155)	122,748	(74,950)	1,748	63,632	41,723	21,909	27,052	48,773	59,728	10,955	(3,904)	107%
TOTAL REVENUE	76,949	190,126	122,106	325,689	354,403	242,863	529,595	422,396	473,319	281,693	3,019,137	2,974,091	45,047	3,706,710	4,008,045	4,022,087	14,042	1,002,949	75%

April 2019 Monthly Update
Actuals through April 30, 2019)

MSA 7

	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
EXPENDITURES DETAIL																			
Certificated Salaries																			
1100 TeacherSalaries	50,150	76,481	77,224	76,746	78,296	77,146	76,146	77,646	78,422	76,556	744,813	743,439	1,374	951,321	993,772	993,772	-	248,959	75%
1300 Cert Adminis	28,845	14,838	14,838	14,838	14,838	14,838	14,838	14,838	14,838	14,838	162,387	162,387	-	184,056	192,063	192,063	-	29,676	85%
SUBTOTAL - Certificated Salaries	78,995	91,319	92,062	91,584	93,134	91,984	90,984	92,484	93,260	91,394	907,200	905,827	1,374	1,135,377	1,185,835	1,185,835	-	278,635	77%
Classified Salaries																			
2400 Clerical & Tech	8,368	10,211	14,097	14,176	11,361	12,050	12,007	13,423	12,569	13,625	121,888	118,291	3,596	83,167	147,511	147,511	-	25,624	83%
2900 OtherClassStaff	8,281	9,377	15,851	16,896	15,410	16,752	18,238	19,436	19,839	20,891	160,971	155,518	5,452	186,444	234,275	221,912	(12,363)	60,941	73%
SUBTOTAL - Classified Salaries	16,649	19,588	29,948	31,072	26,771	28,802	30,245	32,859	32,408	34,516	282,858	273,810	9,049	269,611	381,786	369,423	(12,363)	86,565	77%
Employee Benefits																			
3101 STRS	6,689	15,177	15,256	15,318	14,914	15,495	15,140	15,032	15,158	14,686	142,867	153,270	(10,403)	170,885	185,237	185,237	-	42,370	77%
3202 PERS	1,523	3,386	4,445	4,560	3,771	4,167	4,832	5,497	5,437	5,897	43,513	41,179	2,334	48,036	55,030	55,030	-	11,517	79%
3301 OASDI/Med	2,417	2,814	3,509	3,536	3,180	3,323	3,506	3,851	3,828	3,962	33,924	32,801	1,123	42,403	46,973	46,973	-	13,049	72%
3401 HlthWelfare	-	25,203	2,059	27,757	15,506	986	26,748	1,235	3,462	1,340	104,296	151,753	(47,457)	195,412	195,412	195,412	-	91,116	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	1,198	14,376	10,450	3,926	15,820	15,820	15,820	-	1,444	91%
3701 Other Retirement											-		-	-	-	-	-	-	-
3901 OthBenes	-	-	-	-	-	-	2	3	2	-	7	(2)	9	-	-	-	-	(7)	-
SUBTOTAL - Employee Benefits	14,223	47,944	26,467	52,533	38,569	23,971	51,425	26,997	30,311	27,083	339,522	389,781	(50,260)	473,427	499,364	499,364	-	159,842	68%
Books & Supplies																			
4100 Text&CoreCurric	-	-	13,270	28	-	7,691	-	2,796	-	-	23,784	36,802	(13,017)	28,840	27,440	50,139	22,699	26,355	47%
4200 BooksOthRefMats	-	-	-	-	-	-	-	-	-	-		618	(618)	1,030	1,030	1,030	-	1,030	0%
4310 Ins Mats & Sups	-	-	371	146	856	150	-	0	40	368	1,932	5,465	(3,532)	6,369	40,378	8,500	(31,877)	6,568	23%
4315 OthrSupplies	-	-	-	613	-	-	127	0	118	100	958	3,100	(2,142)	-	16,672	4,891	(11,781)	3,933	20%
4320 Office Supplies	-	-	1,915	1,081	335	-	1,033	2,509	228	-	7,100	5,503	1,597	12,000	9,000	9,000	-	1,900	79%
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-		600	(600)	1,000	1,000	1,000	-	1,000	0%
4326 Arts&MusicSupps	-	-	-	-	-	-	-	-	26	-	26	1,839	(1,813)	3,090	3,090	3,090	-	3,064	1%
4335 PE Supplies	-	-	-	-	-	1,207	-	-	-	-	1,207	1,719	(512)	2,060	2,060	2,060	-	853	59%
4340 Educat Software	-	375	2,851	3,985	3,692	-	2,188	-	450	-	13,540	16,740	(3,200)	19,248	19,623	19,623	-	6,084	69%
4345 NonInstStdntSup	-	-	-	22	-	-	211	-	25	(25)	233	9,158	(8,925)	1,545	2,745	15,108	12,363	14,875	2%
4346 TeacherSupplies	-	-	-	-	-	-	-	-	-	-		1,483	(1,483)	2,472	2,472	2,472	-	2,472	0%
4350 Cust. Supplies	-	-	1,585	1,571	714	0	918	779	1,761	-	7,328	6,535	794	8,240	8,240	10,240	2,000	2,912	72%
4351 Yearbook	-	-	-	-	-	-	849	-	-	-	849	1,901	(1,052)	783	2,603	2,603	-	1,754	33%
4390 Uniforms	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
4400 NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-		2,580	(2,580)	10,300	4,300	4,300	-	4,300	0%
4410 ClssrmFrnEqp<5k	-	-	-	-	4,809	-	-	-	-	-	4,809	3,834	975	3,184	3,184	3,184	-	(1,625)	151%
4430 OffceFurnEqp<5k	-	-	12	685	-	-	427	-	-	-	1,125	2,891	(1,766)	5,056	4,068	4,068	-	2,943	28%
4440 Computers <$5k	-	-	-	-	-	-	-	-	-	-		1,800	(1,800)	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	1	2,790	2,808	(18)	2,060	15,257	5,513	(9,744)	2,723	51%
4990 Prior Year Exp	-	-	-	-	-	-	-	-	-	-		-		-	-	-	-	-	-
4999 Misc Exp-Suspense	-	1,890	20,229	(12,372)	8,538	8,375	(2,224)	608	(5,080)	41,602	61,567	19,809	41,758	-	-	-	-	(61,567)	-
SUBTOTAL - Books and Supplies	-	2,265	41,000	(4,242)	18,944	17,422	3,935	6,692	(816)	42,046	127,248	125,183	2,064	227,293	166,162	149,821	(16,340)	22,574	85%

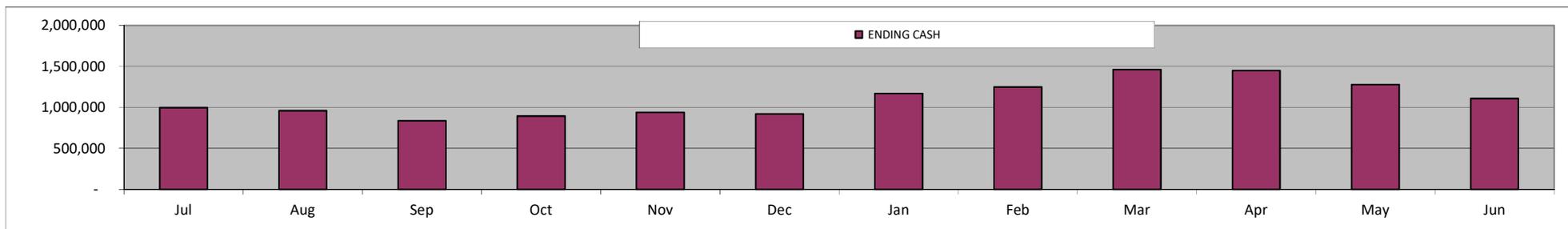| April 2019 Monthly Update Actuals through April 30, 2019)											Year To Date				Annual Budget				
MSA 7	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	Actual YTD	2nd Interim Budget YTD	Variance	Adopted July 1 Budget	2nd Interim Budget	Current Forecast	Change Since 2nd Interim	Second Interim Remaining	Actuals as % of Second Interim
Services & Other Operating Expenses																			
5101 CMO Fees	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	413,987	413,987	-	496,785	496,785	496,785	-	82,798	83%
5205 Conference Fees	-	-	-	-	-	-	-	-	-	-	-	618	(618)	1,030	1,030	1,030	-	1,030	0%
5210 MilesParkTolls	-	-	139	-	327	166	248	17	252	194	1,343	1,311	32	2,060	2,060	2,060	-	717	65%
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5220 TraLodging	-	-	-	-	139	-	(0)	0	-	-	139	1,160	(1,021)	1,310	1,310	1,840	530	1,701	8%
5300 DuesMemberships	-	-	1,650	-	-	2,880	81	-	324	-	4,935	6,594	(1,659)	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	1,700	20,399	12,221	8,178	18,102	18,102	18,102	(2,297)	-	113%
5500 OpsHousekeeping	-	300	1,498	525	586	-	270	1,758	175	1,991	7,104	5,097	2,007	10,300	10,300	10,300	-	3,196	69%
5510 Gas & Electric	1,970	6,166	3,144	5,909	4,253	3,057	7,836	4,676	5,120	3,092	45,222	41,198	4,024	59,995	59,995	59,995	-	14,773	75%
5610 Rent & Leases	23,390	23,390	23,390	23,390	25,286	21,493	25,340	21,493	23,417	23,417	234,004	241,698	(7,694)	281,134	281,134	281,134	-	47,130	83%
5620 EquipmentLeases	370	603	1,359	1,200	567	1,078	533	1,075	567	904	8,256	7,147	1,108	8,652	10,652	10,652	-	2,396	78%
5630 Reps&MaintBldng	-	7,351	2,430	(1,500)	385	-	-	-	577	250	9,493	11,868	(2,376)	11,330	11,330	14,830	3,500	5,337	64%
5800 ProfessServices	-	-	6,775	270	1,800	0	7,824	800	373	-	17,842	16,669	1,173	159,113	54,360	54,360	-	36,518	33%
5810 Legal	-	-	-	4,764	-	-	-	-	-	-	4,764	7,126	(2,362)	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	16,380	163,800	163,800	-	168,714	168,714	168,714	-	4,914	97%
5814 SchPrgAcadComps	-	-	-	-	-	-	-	200	-	-	200	3,480	(3,280)	6,000	6,000	6,000	-	5,800	3%
5819 SchlProgs-Other	-	-	-	-	23	-	-	-	-	31	54	4,432	(4,378)	4,120	4,120	7,401	3,281	7,347	1%
5820 Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	3,893	(3,893)	6,489	6,489	6,489	-	6,489	0%
5825 DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5835 Field Trips	-	-	426	973	389	-	370	808	2,315	-	5,280	3,933	1,347	8,240	8,240	8,240	-	2,960	64%
5836 FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5840 MarkngStdtRecrt	-	-	-	1,092	-	-	-	600	-	-	1,692	4,877	(3,185)	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	1,956	23,707	20,717	2,990	27,578	27,578	27,578	-	3,870	86%
5857 Payroll Fees	-	-	-	-	-	-	1,446	885	900	906	4,137	8,079	(3,942)	14,891	15,191	15,191	-	11,054	27%
5860 Service Fees	-	-	-	-	-	-	-	-	-	-	-	1,778	(1,778)	2,963	2,963	2,963	-	2,963	0%
5861 Prior Year Services											-	-	-	-	-	-	-	-	
5863 Prof Developmnt	-	315	-	1,005	-	-	1,866	45	-	-	3,231	7,522	(4,291)	7,900	7,900	10,457	2,557	7,226	31%
5864 Prof Dev-Other	-	1,377	-	45	-	-	1,188	-	2,790	300	5,700	13,362	(7,662)	14,200	23,620	23,620	-	17,920	24%
5869 SpEd Ctrct Inst	-	-	-	-	14,122	12,742	12,452	525	1,050	4,963	45,853	39,316	6,538		143,048	142,841	(206)	96,988	32%
5872 SpEd Fees	2,594	2,594	1,730	-	-	-	-	-	-	-	6,919	6,919			42,987	42,987	-	36,068	16%
5875 StaffRecruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5884 Substitutes	-	-	723	3,847	5,680	0	4,717	1,789	3,552	3,576	23,884	16,752	7,133	46,350	26,858	26,858	-	2,974	89%
5890 OthSvcsNon-Inst	1,616	-	-	1,225	791	-	-	2,318	-	-	5,950	3,632	2,318	11,092	178,632	176,632	(2,000)	170,681	3%
5900 Communications	-	-	45	-	-	-	100	-	-	100	245	148	97	4,120	-	250	250	5	98%
5920 TelecomInternet	278	-	-	-	-	332	1,923	332	-	-	2,866	3,286	(420)	32,863	4,120	4,120	-	1,254	70%
5930 PostageDelivery	-	-	25	-	-	-	612	46	42	-	725	2,427	(1,702)	3,708	3,708	3,708	-	2,983	20%
5940 Technology	-	-	-	-	-	-	1,705	2,692	274	274	4,945	1,705	3,240		31,505	30,613	(892)	25,668	16%
SUBTOTAL - Services & Operations	78,255	87,950	121,244	120,656	115,857	101,604	130,042	102,931	106,705	101,431	1,066,676	1,076,750	(10,074)	1,442,279	1,673,671	1,680,691	7,020	614,014	63%

April 2019 Monthly Update Actuals through April 30, 2019)	Year To Date													Annual Budget					
MSA 7	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
Capital Outlay & Depreciation																			
6100 Site Imp (Pre-Capitalization)	-	-	-	-	-	-	7,819	83,021	-	-	90,840	87,819	3,021	-	349,434	349,434	-	258,594	26%
6400 EquipFixed	-	-	-	-	12,268	-	-	1,225	-	-	13,493	12,268	1,225	-	13,568	49,294	35,726	35,801	27%
6900 Depreciation	-	-	-	5,329	-	-	-	-	-	-	5,329	11,724	(6,395)	15,987	15,987	15,987	-	10,658	33%
SUBTOTAL - Cap Outlay & Dep.	-	-	-	5,329	12,268	-	7,819	84,246	-	-	109,662	111,811	(2,149)	15,987	378,990	414,715	35,726	305,053	26%
Other Outflows																			
7299 Encroachment	-	2,594	(11,206)	3,459	3,459	3,459	3,551	6,076	3,419	3,072	17,885	20,318	(2,433)	42,987	-	-	-	(17,885)	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	2,594	(11,206)	3,459	3,459	3,459	3,551	6,076	3,419	3,072	17,885	20,318	(2,433)	42,987	-	-	-	(17,885)	-
TOTAL EXPENDITURES	188,123	251,661	299,516	300,392	309,002	267,243	318,001	352,285	265,287	299,542	2,851,051	2,903,480	(52,429)	3,606,961	4,285,808	4,299,850	14,042	1,448,799	66%

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-7	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr ACTUALS	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,269,979**	**997,385**	**958,746**	**836,866**	**893,849**	**938,670**	**919,344**	**1,170,679**	**1,249,141**	**1,460,832**	**1,448,474**	**1,278,486**	**1,108,498**	
Revenue														
LCFF Entitlement	39,774	163,536	137,019	204,208	204,208	204,208	402,239	243,982	304,137	208,762	272,892	272,892	136,446	**2,794,305**
Federal Revenue	22,640	6,541	(15,009)	4,361	30,540	4,361	194,432	9,517	5,155	36,638	58,251	58,251	29,126	**444,804**
Other State Revenues	9,702	19,403	-	111,950	119,405	29,046	(64,921)	46,148	238,977	34,544	70,363	70,363	35,181	**720,162**
Other Local Revenues	4,833	646	95	5,169	249	5,248	(2,155)	122,748	(74,950)	1,748	(5,943)	(5,943)	(2,972)	**48,773**
Total Revenue	**76,949**	**190,126**	**122,106**	**325,689**	**354,403**	**242,863**	**529,595**	**422,396**	**473,319**	**281,693**	**395,563**	**395,563**	**197,781**	**4,008,045**
Expenses														
Certificated Salaries	78,995	91,319	92,062	91,584	93,134	91,984	90,984	92,484	93,260	91,394	111,454	111,454	57,101	**1,187,209**
Classified Salaries	16,649	19,588	29,948	31,072	26,771	28,802	30,245	32,859	32,408	34,516	39,571	39,571	16,471	**378,472**
Benefits	14,223	47,944	26,467	52,533	38,569	23,971	51,425	26,997	30,311	27,083	63,937	63,937	(18,291)	**449,104**
Books and Supplies	-	2,265	41,000	(4,242)	18,944	17,422	3,935	6,692	(816)	42,046	15,566	15,566	(6,493)	**151,886**
Services and Operations	78,255	87,950	121,244	120,656	115,857	101,604	130,042	102,931	106,705	101,431	242,798	242,798	118,344	**1,670,616**
Depreciation / Cap Outlay	-	-	-	5,329	12,268	-	7,819	84,246	-	-	107,731	107,731	87,443	**412,567**
Other Outflows	-	2,594	(11,206)	3,459	3,459	3,459	3,551	6,076	3,419	3,072	(7,154)	(7,154)	(6,010)	**(2,433)**
Total Expenses	**188,123**	**251,661**	**299,516**	**300,392**	**309,002**	**267,243**	**318,001**	**352,285**	**265,287**	**299,542**	**573,903**	**573,903**	**248,564**	**4,247,420**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	78,791	47,901	19,369	21,074	46,103	-	-	-	-	-	-	-		**213,238**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets/Accrual Adj			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets			-	5,329	2,956	2,956	2,956	2,956	2,956	2,956	2,956	2,956		**28,975**
Due To (From)			-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(245,607)	(30,401)	-	-	-	-	-	-	-	-	-	-		**(276,008)**
Accounts Payable - Current Year			30,765	(112)	(55,035)	(3,299)	31,389	-	(4,692)	(2,861)	-	-		**(3,846)**
Summer Holdback for Teachers	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396		**64,752**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(161,420)**	**22,896**	**55,530**	**31,687**	**(580)**	**5,053**	**39,741**	**8,352**	**3,659**	**5,491**	**8,352**	**8,352**		**27,112**
Total Change in Cash	**(272,594)**	**(38,639)**	**(121,880)**	**56,983**	**44,821**	**(19,326)**	**251,335**	**78,462**	**211,691**	**(12,358)**	**(169,988)**	**(169,988)**		**(212,264)**
ENDING CASH	**997,385**	**958,746**	**836,866**	**893,849**	**938,670**	**919,344**	**1,170,679**	**1,249,141**	**1,460,832**	**1,448,474**	**1,278,486**	**1,108,498**	<<< = 95 days cash	

April 2019 Monthly Update Actuals through April 30, 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	Apr 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	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	68,456	289,065	243,427	365,148	365,148	365,148	541,542	609,999	440,180	328,707	3,616,822	3,662,343	(45,520)	4,837,159	4,702,634	4,702,634	-	1,085,812	77%
Federal Revenue	5,629	11,258	7,506	54,276	67,049	7,506	87,244	25,355	4,158	59,384	329,364	328,879	485	322,588	335,233	335,233	-	5,869	98%
Other State Revenues	16,698	33,395	-	201,567	111,033	51,348	60,226	(105,944)	43,572	55,574	467,468	446,374	21,094	667,832	638,242	638,242	-	170,773	73%
Other Local Revenues	973	0	(0)	1,425	131	(2,909)	1,231	37,372	2,833	10,811	51,867	34,293	17,574	4,000	42,527	49,127	6,600	(2,740)	106%
Total Revenue	**91,756**	**333,719**	**250,933**	**622,416**	**543,361**	**421,093**	**690,243**	**566,781**	**490,744**	**454,476**	**4,465,522**	**4,471,889**	**(6,367)**	**5,831,579**	**5,718,636**	**5,725,236**	**6,600**	**1,259,714**	**78%**
Expenditures																			
Certificated Salaries	90,436	127,473	139,322	145,261	144,654	139,200	133,844	147,056	147,130	153,107	1,367,483	1,376,190	(8,707)	1,867,308	1,573,185	1,553,185	(20,000)	185,703	88%
Classified Salaries	23,349	39,194	41,901	43,612	40,522	47,860	48,879	45,418	42,814	48,198	421,747	431,954	(10,207)	346,000	452,015	452,015	-	30,268	93%
Benefits	20,408	65,313	37,822	95,103	67,812	37,997	84,892	41,009	42,810	66,432	559,597	541,669	17,928	779,314	817,928	817,928	-	258,331	68%
Books and Supplies	11	15,885	45,796	(17,306)	7,401	48,087	35,400	24,068	9,380	57,429	226,151	220,925	5,227	429,408	342,586	317,229	(25,358)	91,078	71%
Services and Operating Exp.	15,063	197,627	109,956	109,599	125,496	103,672	206,758	119,071	150,420	115,475	1,253,136	1,323,635	(70,499)	2,004,944	2,232,703	2,267,661	34,958	1,014,524	55%
Depreciation & Cap Outlay	-	-	-	29,272	19,864	-	20,239	(0)	-	-	69,375	69,375	-	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	5,058	27,967	27,490	478	72,628	-	-	-	(27,967)	-
Total Expenditures	**149,267**	**449,957**	**355,510**	**411,494**	**411,703**	**382,769**	**536,125**	**387,079**	**395,854**	**445,697**	**3,925,456**	**3,991,237**	**(65,781)**	**5,587,420**	**5,548,234**	**5,558,834**	**10,600**	**1,633,377**	**71%**
Net Revenues											**540,066**	**480,652**	**59,413**	**244,159**	**170,402**	**166,402**	**(4,000)**	**(373,664)**	

Fund Balance		Fund Balance		
Beginning Balance (Audited)		Beginning Balance (Audited)	4,083,717	
Net Revenues		Net Revenues	166,402	
Ending Fund Balance		**Ending Fund Balance**	**4,250,119**	
Components of Ending Fund Balance		Components of Fund Bal.		
Available For Economic Uncertainty		Available For Econ. Uncert.	4,008,067	72.1% of Expenditures
Restricted Balances		Restricted Balances	105,117	1.9% of Expenditures
Net Fixed Assets		Net Fixed Assets	136,935	2.5% of Expenditures
Ending Fund Balance		**Ending Fund Balance**	**4,250,119**	**76.5% of Expenditures**

DMS
DELTA MANAGED SOLUTIONS

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 85 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 $6,600, 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 $6,600 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 $10,600, or 0.2% 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 ($20,000) 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 ($25,358) 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 $34,958 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.

DMS
DELTA MANAGED SOLUTIONS

MSA 8

April 2019 Monthly Update (Actuals through April 30, 2019)

	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
REVENUE DETAIL																			
LCFF Entitlement																			
8011 State Aid	-	152,152	152,152	273,873	273,873	273,873	273,873	273,873	256,282	256,282	2,186,233	2,221,415	(35,182)	3,233,832	2,970,949	2,970,949	-	784,716	74%
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	(1,365)	(1,326)	-	(1,326)	-	-	-	-	1,326	
8096 InLieuPropTaxes	68,456	136,913	91,275	91,275	91,275	91,275	91,275	159,732	18,126	73,790	913,394	911,746	1,649	1,040,540	1,103,640	1,103,640	-	190,246	83%
SUBTOTAL - LCFF Entitlement	68,456	289,065	243,427	365,148	365,148	365,148	541,542	609,999	440,180	328,707	3,616,822	3,662,343	(45,520)	4,837,159	4,702,634	4,702,634	-	1,085,812	77%
Federal Revenue																			
8181 SpEd - Revenue	5,629	11,258	7,506	7,506	7,506	7,506	7,692	13,180	4,158	6,374	78,314	63,014	15,300	92,335	92,335	92,335	-	14,021	85%
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8290 All Other Federal Revenue	-	-	-	46,770	59,543	-	79,552	12,175	-	53,010	251,050	265,865	(14,815)	230,253	242,898	242,898	-	(8,152)	103%
SUBTOTAL - Federal Revenue	5,629	11,258	7,506	54,276	67,049	7,506	87,244	25,355	4,158	59,384	329,364	328,879	485	322,588	335,233	335,233	-	5,869	98%
Other State Revenue																			
8311 SpEd Revenue	16,698	33,395	-	25,173	22,264	43,626	22,870	39,108	9,430	20,582	233,144	244,025	(10,881)	269,858	287,758	287,758	-	54,613	81%
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8550 MandCstReimburs	-	-	-	-	-	7,722	-	31,342	-	-	39,064	37,722	1,342	169,906	94,752	94,752	-	55,688	41%
8560 StateLotteryRev	-	-	-	-	-	-	22,107	-	-	34,992	57,100	44,214	12,885	91,500	91,500	91,500	-	34,400	62%
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%
SUBTOTAL - Other State Revenue	16,698	33,395	-	201,567	111,033	51,348	60,226	(105,944)	43,572	55,574	467,468	446,374	21,094	667,832	638,242	638,242	-	170,773	73%
Local Revenue																			
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	10,811	14,495	(838)	15,333	4,000	4,000	10,600	6,600	(3,895)	137%
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)	
SUBTOTAL - Local Revenue	973	0	(0)	1,425	131	(2,909)	1,231	37,372	2,833	10,811	51,867	34,293	17,574	4,000	42,527	49,127	6,600	(2,740)	106%
TOTAL REVENUE	91,756	333,719	250,933	622,416	543,361	421,093	690,243	566,781	490,744	454,476	4,465,522	4,471,889	(6,367)	5,831,579	5,718,636	5,725,236	6,600	1,259,714	78%

April 2019 Monthly Update (Actuals through April 30, 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	Apr 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
EXPENDITURES DETAIL																			
Certificated Salaries																			
1100 TeacherSalaries	45,234	106,977	118,416	124,175	123,668	118,614	113,498	120,400	120,354	126,331	1,117,667	1,125,582	(7,915)	1,529,852	1,243,724	1,223,724	(20,000)	106,058	91%
1300 Cert Adminis	45,202	20,496	20,906	21,086	20,986	20,586	20,346	26,656	26,776	26,776	249,816	250,608	(792)	337,456	329,461	329,461	-	79,645	76%
SUBTOTAL - Certificated Salaries	90,436	127,473	139,322	145,261	144,654	139,200	133,844	147,056	147,130	153,107	1,367,483	1,376,190	(8,707)	1,867,308	1,573,185	1,553,185	(20,000)	185,703	88%
Classified Salaries																			
2400 Clerical & Tech	10,367	15,256	20,386	21,026	23,144	25,005	27,513	24,878	21,566	23,157	212,297	225,234	(12,938)	120,411	232,675	232,675	-	20,378	91%
2900 OtherClassStaff	12,982	23,938	21,515	22,585	17,379	22,855	21,366	20,540	21,249	25,041	209,450	206,720	2,731	225,589	219,340	219,340	-	9,890	95%
SUBTOTAL - Classified Salaries	23,349	39,194	41,901	43,612	40,522	47,860	48,879	45,418	42,814	48,198	421,747	431,954	(10,207)	346,000	452,015	452,015	-	30,268	93%
Employee Benefits																			
3101 STRS	7,359	20,630	22,608	23,447	22,868	23,301	23,015	24,497	23,892	25,154	216,770	220,879	(4,109)	278,507	285,900	285,900	-	69,129	76%
3202 PERS	4,014	6,538	6,963	6,595	6,916	7,221	8,443	6,987	6,245	7,798	67,721	49,533	18,188	62,495	72,460	72,460	-	4,738	93%
3301 OASDI/Med	3,086	4,808	5,216	5,155	5,188	5,378	5,274	5,326	5,140	5,783	50,352	44,962	5,390	63,253	68,450	68,450	-	18,098	74%
3401 HlthWelfare	-	31,360	1,052	57,693	30,856	2,097	46,177	1,935	3,525	25,714	200,410	209,236	(8,826)	348,355	364,413	364,413	-	164,002	55%
3501 UnemployIns	-	(6)	-	230	-	-	(0)	280	42	-	547	225	322	1,295	1,295	1,295	-	748	42%
3601 WorkersCmp	5,949	1,983	1,983	1,983	1,983	-	1,983	1,983	3,966	1,983	23,796	16,540	7,256	24,922	24,922	24,922	-	1,126	95%
3701 Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes	-	-	-	-	-	-	-	-	-	-	-	293	(293)	489	489	489	-	489	0%
SUBTOTAL - Employee Benefits	20,408	65,313	37,822	95,103	67,812	37,997	84,892	41,009	42,810	66,432	559,597	541,669	17,928	779,314	817,928	817,928	-	258,331	68%
Books & Supplies																			
4100 Text&CoreCurric	-	9,826	(473)	-	-	-	4,476	0	-	-	13,830	14,172	(342)	51,500	18,500	14,400	(4,100)	570	96%
4200 BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	826	(826)	1,030	1,377	1,377	-	1,377	0%
4310 Ins Mats & Sups	-	-	2,886	140	-	130	1,303	1,834	1,878	888	9,059	4,459	4,600	46,268	75,841	74,771	(1,070)	65,712	12%
4315 OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320 Office Supplies	-	305	2,980	178	173	1,017	419	328	546	168	6,115	5,754	360	6,901	6,901	7,251	350	1,136	84%
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326 Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	3,000	(3,000)	7,725	5,000	5,000	-	5,000	0%
4335 PE Supplies	-	-	-	-	-	-	-	-	-	-	-	900	(900)	2,575	1,500	1,500	-	1,500	0%
4340 Educat Software	-	4,608	6,950	-	-	-	-	17,905	450	-	29,912	22,187	7,726	51,974	51,627	47,627	(4,000)	17,715	63%
4345 NonInstStdntSup	-	-	-	-	-	107	1,737	155	-	-	1,999	4,455	(2,456)	5,150	6,350	6,350	-	4,351	31%
4346 TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	3,000	(3,000)	5,150	5,000	5,000	-	5,000	0%
4350 Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-	1,242	(1,242)	1,545	1,000	2,070	1,070	2,070	0%
4390 Uniforms	-	-	-	-	-	-	-	-	-	-	-	318	(318)	530	530	530	-	530	0%
4400 NonCapEquip-Gen	-	-	3,624	-	11	-	-	-	5	4,842	8,482	4,005	4,477	11,330	13,100	9,100	(4,000)	618	93%
4410 ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	468	(468)	1,030	1,030	780	(250)	780	0%
4430 OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	706	706	2,666	(1,960)	5,150	5,150	5,150	-	4,444	14%
4440 Computers <$5k	-	-	-	-	-	2,889	-	-	-	-	2,889	5,026	(2,137)	15,450	15,450	6,450	(9,000)	3,561	45%
4460 Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	-	-	-	61,156	(0)	4,405	-	65,562	61,156	4,405	210,950	122,000	122,000	-	56,438	54%
4720 Food:Other Food	-	-	369	224	334	888	(8)	-	960	480	3,246	4,582	(1,336)	5,150	12,230	7,873	(4,358)	4,626	41%
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	50,343	84,351	82,708	1,643	-	-	-	-	(84,351)	-
SUBTOTAL - Books and Supplies	11	15,885	45,796	(17,306)	7,401	48,087	35,400	24,068	9,380	57,429	226,151	220,925	5,227	429,408	342,586	317,229	(25,358)	91,078	71%

April 2019 Monthly Update (Actuals through April 30, 2019)

MSA 8

|	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
Services & Other Operating Expenses																			
5101 CMO Fees	-	165,239	82,620	82,620	82,620	82,620	82,620	82,620	82,620	82,620	826,197	826,197	-	991,436	991,436	991,436	-	165,239	83%
5205 Conference Fees	-	-	-	-	-	1,400	-	-	-	-	1,400	6,740	(5,340)	10,300	10,300	10,300	-	8,900	14%
5210 MilesParkTolls	-	-	-	-	-	-	-	-	-	-	-	2,970	(2,970)	5,150	4,950	4,950	-	4,950	0%
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5220 TraLodging	-	-	-	-	-	-	-	-	-	-	-	6,180	(6,180)	10,300	10,300	10,300	-	10,300	0%
5300 DuesMemberships	-	3,045	-	-	-	-	-	-	4,700	-	7,745	8,045	(300)	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	1,957	23,483	23,740	(257)	31,196	31,196	31,196	-	7,713	75%
5500 OpsHousekeeping	37	37	37	295	37	37	37	76	1,680	14	2,284	5,515	(3,231)	36,050	36,050	36,050	-	33,766	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	391	6,970	5,257	1,714	17,441	17,441	17,441	-	10,471	40%
5630 Reps&MaintBldg	-	-	-	-	-	-	-	-	-	-	-	-	-	3,090	2,226	2,226	-	2,226	0%
5800 ProfessServices	-	3,225	2,125	1,625	6,511	-	-	350	3,378	4,075	21,288	33,486	(12,197)	101,281	44,631	46,561	1,930	25,273	46%
5810 Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	13,390	10,000	10,000	-	10,000	0%
5811 Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5813 SchPrgAftSchool	-	2,250	83	-	260	-	473	-	358	-	3,423	5,746	(2,323)	136,568	3,533	7,891	4,358	4,468	43%
5814 SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	371	(371)	618	618	618	-	618	0%
5819 SchlProgs-Other	-	-	-	-	-	-	705	491	-	-	1,196	4,022	(2,826)	1,030	1,230	7,900	6,670	6,704	15%
5820 Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	9,548	(9,548)	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	12,792	(1,213)	20,600	20,000	24,000	4,000	12,422	48%
5836 FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5840 MarkngStdtRecrt	-	-	-	-	-	-	-	-	-	-	-	4,944	(4,944)	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	3,291	40,438	30,872	9,566	48,017	48,017	48,017	-	7,579	84%
5857 Payroll Fees	-	-	-	-	-	-	3,741	53	870	(92)	4,571	11,823	(7,251)	17,741	18,041	18,041	-	13,470	25%
5860 Service Fees	-	-	5	990	-	0	-	(0)	-	345	1,339	1,018	321	515	1,379	1,379	-	39	97%
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5863 Prof Developmnt	-	-	250	1,020	-	1,500	75	1,280	1,875	2,254	8,254	22,963	(14,709)	8,549	8,549	8,549	-	295	97%
5864 Prof Dev-Other	-	-	225	2,040	780	147	780	3,330	480	12,000	19,782	11,903	7,879	43,000	33,000	33,000	-	13,218	60%
5869 SpEd Ctrct Inst	-	-	2,448	3,384	-	-	6,409	-	9,685	-	21,926	31,230	(9,304)	-	53,575	53,575	-	31,649	41%
5872 SpEd Fees	4,465	4,465	2,977	-	-	-	-	-	-	-	11,908	11,908	-	-	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	8,246	106,285	106,154	132	69,059	125,059	143,059	18,000	36,774	74%
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	-	-	-	-	100	1,600	2,116	(515)	3,000	2,626	2,626	-	1,026	61%
5920 TelecomInternet	-	-	-	-	-	8,235	3,793	-	11,236	-	23,265	19,354	3,911	74,154	(21,000)	35,474	56,474	12,209	66%
5930 PostageDelivery	-	1,251	-	209	-	-	571	-	-	-	2,031	8,229	(6,197)	12,360	12,360	12,360	-	10,329	16%
5940 Technology	-	-	-	-	-	-	2,052	-	274	274	2,599	9,525	(6,925)	-	71,528	15,054	(56,474)	12,455	17%
SUBTOTAL - Services & Operations	15,063	197,627	109,956	109,599	125,496	103,672	206,758	119,071	150,420	115,475	1,253,136	1,323,635	(70,499)	2,004,944	2,232,703	2,267,661	34,958	1,014,524	55%

April 2019 Monthly Update Actuals through April 30, 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	Apr 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
Capital Outlay & Depreciation																			
6100 Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	-	19,864	-	20,239	(0)	-	-	40,103	40,103	-	-	42,000	63,000	21,000	22,897	64%
6900 Depreciation	-	-	-	29,272	-	-	-	-	-	-	29,272	29,272	-	87,817	87,817	87,817	-	58,544	33%
SUBTOTAL - Cap Outlay & Dep.	-	-	-	29,272	19,864	-	20,239	(0)	-	-	69,375	69,375	-	87,817	129,817	150,817	21,000	81,441	46%
Other Outflows																			
7299 Encroachment	-	4,465	(19,287)	5,954	5,954	5,954	6,112	10,457	3,299	5,058	27,967	27,490	478	72,628	-	-	-	(27,967)	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	4,465	(19,287)	5,954	5,954	5,954	6,112	10,457	3,299	5,058	27,967	27,490	478	72,628	-	-	-	(27,967)	-
TOTAL EXPENDITURES	149,267	449,957	355,510	411,494	411,703	382,769	536,125	387,079	395,854	445,697	3,925,456	3,991,237	(65,781)	5,587,420	5,548,234	5,558,834	10,600	1,633,377	71%

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-8	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr ACTUALS	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	1,907,434	1,966,153	1,927,984	1,274,611	1,562,588	1,672,045	1,715,031	1,889,234	2,084,325	2,322,930	2,489,305	2,356,829	2,410,838	
Revenue														
LCFF Entitlement	68,456	289,065	243,427	365,148	365,148	365,148	541,542	609,999	440,180	328,707	434,325	434,325	217,162	4,702,634
Federal Revenue	5,629	11,258	7,506	54,276	67,049	7,506	87,244	25,355	4,158	59,384	2,348	2,348	1,174	335,233
Other State Revenues	16,698	33,395	-	201,567	111,033	51,348	60,226	(105,944)	43,572	55,574	68,309	68,309	34,155	638,242
Other Local Revenues	973	0	(0)	1,425	131	(2,909)	1,231	37,372	2,833	10,811	(3,736)	(3,736)	(1,868)	42,527
Total Revenue	91,756	333,719	250,933	622,416	543,361	421,093	690,243	566,781	490,744	454,476	501,245	501,245	250,623	5,718,636
Expenses														
Certificated Salaries	90,436	127,473	139,322	145,261	144,654	139,200	133,844	147,056	147,130	153,107	82,281	82,281	12,433	1,544,478
Classified Salaries	23,349	39,194	41,901	43,612	40,522	47,860	48,879	45,418	42,814	48,198	12,107	12,107	(4,153)	441,808
Benefits	20,408	65,313	37,822	95,103	67,812	37,997	84,892	41,009	42,810	66,432	103,332	103,332	69,594	835,856
Books and Supplies	11	15,885	45,796	(17,306)	7,401	48,087	35,400	35,400	24,068	9,380	57,429	46,574	46,574	3,156	322,456
Services and Operations	15,063	197,627	109,956	109,599	125,496	103,672	206,758	119,071	150,420	115,475	391,827	391,827	160,372	2,197,162
Depreciation / Cap Outlay	-	-	-	29,272	19,864	-	20,239	(0)	-	-	24,177	24,177	33,088	150,817
Other Outflows	-	4,465	(19,287)	5,954	5,954	5,954	6,112	10,457	3,299	5,058	(11,187)	(11,187)	(5,116)	478
Total Expenses	149,267	449,957	355,510	411,494	411,703	382,769	536,125	387,079	395,854	445,697	649,111	649,111	269,375	5,493,053
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	186,633	95,118	-	41,872	16,380	-	-	-	-	-	-	-		340,004
Accounts Receivable - Current Year		-	-	-	-	-	-	-	-	-	-	-		-
Other Assets/Accrual Adj		-	-	-	-	-	-	-	-	-	-	-		-
Fixed Assets		-	-	29,272	10,318	10,318	10,318	10,318	10,318	10,318	10,318	10,318		111,817
Due To (From)		-	(600,000)	-	-	-	-	-	-	-	-	186,486		(413,514)
Expenses - Prior Year Accruals	(70,404)	(17,049)	-	-	-	-	-	-	-	-	-	-		(87,454)
Accounts Payable - Current Year		-	46,133	840	(53,970)	(10,726)	4,696	-	128,327	142,207	-	-		257,507
Summer Holdback for Teachers			5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071		50,710
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	116,229	78,069	(548,796)	77,055	(22,201)	4,663	20,085	15,389	143,716	157,596	15,389	201,875		259,070
Total Change in Cash	58,719	(38,169)	(653,373)	287,977	109,457	42,986	174,203	195,091	238,605	166,375	(132,476)	54,010		484,652

| **ENDING CASH** | 1,966,153 | 1,927,984 | 1,274,611 | 1,562,588 | 1,672,045 | 1,715,031 | 1,889,234 | 2,084,325 | 2,322,930 | 2,489,305 | 2,356,829 | 2,410,838 | <<< = 160 days cash |
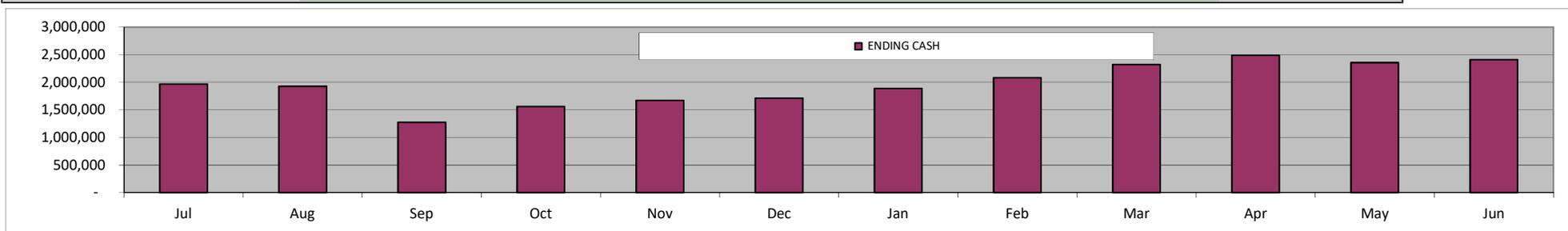
MSA-SA   Executive Summary

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 75.3% 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 $317,008, 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 $18,521, or 0.2% 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 $55,587 higher 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 ($55,587) 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 $18,521 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 $618,521, or 7.2% 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 ($250) 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 $18,771 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.

DMS
DELTA MANAGED SOLUTIONS

April 2019 Monthly Update Actuals through April 30, 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	Apr 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	-		
SUMMARY																			
Revenue																			
LCFF Entitlement	270,445	284,166	521,735	1,007,872	639,406	674,339	639,405	543,661	671,454	518,001	5,770,486	5,715,114	55,372	7,954,976	6,951,482	6,951,482	-	1,180,996	83%
Federal Revenue	-	-	-	-	74,796	-	170,263	-	89,333	65,456	399,848	380,087	19,761	680,678	427,701	483,288	55,587	83,440	83%
Other State Revenues	17,322	-	114,885	31,179	31,179	51,205	143,414	29,338	106,778	26,304	551,605	532,690	18,914	872,239	1,060,252	1,004,665	(55,587)	453,061	55%
Other Local Revenues	369	362	2,098	12,645	9,105	2,764	61,441	6,729	52,451	9,892	157,855	155,535	2,320	77,199	154,278	172,799	18,521	14,944	91%
Total Revenue	288,136	284,529	638,718	1,051,696	754,486	728,308	1,014,524	579,728	920,016	619,653	6,879,793	6,783,426	96,367	9,585,092	8,593,713	8,612,234	18,521	1,732,441	80%
Expenditures																			
Certificated Salaries	161,885	238,767	246,746	248,060	236,550	235,103	248,069	221,087	220,057	216,822	2,273,145	2,275,179	(2,034)	3,288,170	3,099,081	3,099,081	-	825,936	73%
Classified Salaries	42,260	69,536	77,165	75,986	75,394	76,503	46,087	63,038	61,610	64,425	652,004	627,835	24,169	697,489	773,092	773,092	-	121,088	84%
Benefits	35,166	133,866	83,777	120,416	103,629	60,168	146,287	61,570	68,334	91,650	904,863	905,901	(1,038)	1,385,003	1,414,118	1,414,118	-	509,255	64%
Books and Supplies	87	13,835	13,072	14,245	15,863	27,897	2,662	52,779	(1,526)	74,162	213,077	200,645	12,431	657,369	293,164	292,914	(250)	79,837	73%
Services and Operating Exp.	11,222	316,712	169,341	129,327	129,109	123,071	(403,886)	186,637	190,547	137,191	989,271	1,054,024	(64,753)	2,156,391	1,720,776	1,739,547	18,771	750,276	57%
Depreciation & Cap Outlay	-	-	-	199,022	-	-	42,625	-	2,065	9,537	253,249	241,648	11,602	597,067	677,067	1,277,067	600,000	1,023,818	20%
Other Outflows	43,042	45,056	129,934	45,056	-	80,597	27,486	-	-	190,392	561,562	561,170	392	614,912	595,203	595,203	-	33,641	94%
Total Expenditures	293,661	817,772	720,036	832,112	560,545	603,341	109,329	585,111	541,087	784,178	5,847,171	5,866,402	(19,231)	9,396,401	8,572,501	9,191,022	618,521	3,343,851	64%
Net Revenues														1,032,623	917,024	115,599	188,691	21,212	(578,788)	(600,000)	(1,611,410)

Fund Balance	**Fund Balance**
Beginning Balance (Audited)	Beginning Balance (Audited) 7,502,296
Net Revenues	Net Revenues (578,788)
Ending Fund Balance	**Ending Fund Balance** 6,923,508
Components of Ending Fund Balance	**Components of Fund Bal.**
Available For Economic Uncertainty	Available For Econ. Uncert. (188,274) -2.0% of Expenditures
Restricted Balances	Restricted Balances 171,237 1.9% of Expenditures
Net Fixed Assets	Net Fixed Assets 6,940,545 75.5% of Expenditures
Ending Fund Balance	**Ending Fund Balance** 6,923,508 75.3% of Expenditures

DMS
DELTA MANAGED SOLUTIONS

April 2019 Monthly Update Actuals through April 30, 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	Apr 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
REVENUE DETAIL																			
LCFF Entitlement																			
8011 State Aid	270,445	270,445	486,802	486,802	486,802	486,802	486,801	395,969	395,969	395,969	4,162,806	4,159,900	2,906	5,887,539	5,065,922	5,065,922	-	903,116	82%
8012 EPA Entitlement	-	-	34,933	-	-	34,933	-	-	26,509	-	96,375	104,799	(8,424)	148,032	128,694	128,694	-	32,319	75%
8019 Prior Year Adjustments	-	-	-	-	-	-	-	(4,912)	(4,912)	(4,912)	(14,735)	-	(14,735)	-	-	-	-	14,735	-
8096 InLieuPropTaxes	-	13,721	-	521,070	152,604	152,604	152,604	152,604	253,888	126,944	1,526,040	1,450,415	75,625	1,919,405	1,756,866	1,756,866	-	230,826	87%
SUBTOTAL - LCFF Entitlement	270,445	284,166	521,735	1,007,872	639,406	674,339	639,405	543,661	671,454	518,001	5,770,486	5,715,114	55,372	7,954,976	6,951,482	6,951,482	-	1,180,996	83%
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	45,028	-	-	63,482	108,510	90,056	18,454	92,000	92,000	147,587	55,587	39,077	74%
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	276,286	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	-	74,796	-	125,235	-	89,333	1,974	291,338	290,031	1,307	312,392	335,701	335,701	-	44,363	87%
SUBTOTAL - Federal Revenue	-	-	-	-	74,796	-	170,263	-	89,333	65,456	399,848	380,087	19,761	680,678	427,701	483,288	55,587	83,440	83%
Other State Revenue																			
8311 SpEd Revenue	17,322	-	48,501	31,179	31,179	31,179	31,179	-	52,608	26,304	269,451	265,539	3,912	386,364	386,364	330,777	(55,587)	61,326	81%
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	-	54,170	-	114,061	103,396	10,664	143,591	143,591	143,591	-	29,531	79%
8590 AllOthStateRev	-	-	50,000	-	-	4,940	4,435	29,338	-	-	88,713	84,375	4,338	63,360	386,628	386,628	-	297,915	23%
SUBTOTAL - Other State Revenue	17,322	-	114,885	31,179	31,179	51,205	143,414	29,338	106,778	26,304	551,605	532,690	18,914	872,239	1,060,252	1,004,665	(55,587)	453,061	55%
Local Revenue																			
8600 Other Local Revenue	-	-	-	-	-	-	-	-	36,311	-	36,311	36,000	311	-	36,311	36,311	-	-	100%
8634 StudentLunchFee	-	-	728	(0)	-	0	-	0	-	-	728	291	437	19,232	-	-	-	(728)	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	369	362	479	374	649	968	746	953	594	683	6,176	2,867	3,310	4,376	4,376	4,376	-	(1,800)	141%
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	0	-	890	12,271	8,456	1,796	2,092	5,776	15,546	9,209	56,036	56,936	(899)	53,591	53,591	72,112	18,521	16,076	78%
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	59,441	(838)	-	60,000	60,000	-	1,396	98%
8999 Revenues-Susp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Local Revenue	369	362	2,098	12,645	9,105	2,764	61,441	6,729	52,451	9,892	157,855	155,535	2,320	77,199	154,278	172,799	18,521	14,944	91%
TOTAL REVENUE	288,136	284,529	638,718	1,051,696	754,486	728,308	1,014,524	579,728	920,016	619,653	6,879,793	6,783,426	96,367	9,585,092	8,593,713	8,612,234	18,521	1,732,441	80%

| April 2019 Monthly Update Actuals through April 30, 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	Apr 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
EXPENDITURES DETAIL																			
Certificated Salaries																			
1100 TeacherSalaries	102,215	192,299	201,592	204,220	191,396	189,949	202,915	181,767	180,737	177,352	1,824,441	1,824,585	(144)	2,646,248	2,467,091	2,467,091	-	642,650	74%
1300 Cert Adminis	59,670	46,468	45,154	43,840	45,154	45,154	45,154	39,320	39,320	39,470	448,704	450,594	(1,890)	641,922	631,989	631,989	-	183,285	71%
SUBTOTAL - Certificated Salaries	161,885	238,767	246,746	248,060	236,550	235,103	248,069	221,087	220,057	216,822	2,273,145	2,275,179	(2,034)	3,288,170	3,099,081	3,099,081	-	825,936	73%
Classified Salaries																			
2400 Clerical & Tech	16,403	21,644	20,892	20,492	19,904	22,567	17,665	17,260	18,528	18,244	193,600	184,472	9,128	278,368	268,440	268,440	-	74,840	72%
2900 OtherClassStaff	25,856	47,892	56,273	55,494	55,491	53,936	28,421	45,778	43,082	46,180	458,404	443,364	15,041	419,121	504,652	504,652	-	46,247	91%
SUBTOTAL - Classified Salaries	42,260	69,536	77,165	75,986	75,394	76,503	46,087	63,038	61,610	64,425	652,004	627,835	24,169	697,489	773,092	773,092	-	121,088	84%
Employee Benefits																			
3101 STRS	10,429	40,315	40,770	41,032	38,241	38,960	37,178	35,818	35,838	34,328	352,911	358,586	(5,675)	505,321	507,060	507,060	-	154,149	70%
3202 PERS	5,263	10,171	12,243	11,642	11,791	11,701	12,742	10,656	10,332	11,827	108,369	113,781	(5,412)	92,125	114,423	114,423	-	6,055	95%
3301 OASDI/Med	5,436	8,319	9,022	8,950	8,734	8,888	9,011	7,997	7,873	8,313	82,543	80,016	2,527	112,459	118,635	118,635	-	36,092	70%
3401 HlthWelfare	2,985	70,908	18,060	54,692	41,180	618	83,672	2,998	6,851	33,499	315,464	312,116	3,348	607,060	610,494	610,494	-	295,030	52%
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	3,683	44,198	40,515	3,683	44,879	40,347	40,347	-	(3,851)	110%
3701 Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes	-	-	-	-	-	-	-	-	-	-	-	-	-	20,658	20,658	20,658	-	20,658	0%
SUBTOTAL - Employee Benefits	35,166	133,866	83,777	120,416	103,629	60,168	146,287	61,570	68,334	91,650	904,863	905,901	(1,038)	1,385,003	1,414,118	1,414,118	-	509,255	64%
Books & Supplies																			
4100 Text&CoreCurric	-	-	-	-	-	1,324	-	24,132	0	-	25,456	26,324	(868)	22,121	28,324	28,324	-	2,868	90%
4200 BooksOthRefMats	-	-	-	-	49	-	-	4,992	-	132	5,173	10,073	(4,900)	5,311	5,311	5,311	-	138	97%
4310 Ins Mats & Sups	-	87	179	16	279	2,104	428	1,691	183	853	5,820	5,213	607	70,000	77,021	75,021	(2,000)	69,201	8%
4315 OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320 Office Supplies	-	975	1,994	545	387	94	772	2,364	194	(345)	6,980	6,116	864	13,664	13,664	13,664	-	6,684	51%
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326 Arts&MusicSupps	-	-	-	-	-	-	-	-	-	16	16	-	16	5,311	2,311	2,311	-	2,295	1%
4335 PE Supplies	-	-	-	47	-	-	-	-	-	670	717	82	635	25,000	35,000	35,000	-	34,283	2%
4340 Educat Software	-	5,714	10,333	4,172	-	-	6,895	12,030	450	-	39,594	35,415	4,179	80,648	61,365	61,365	-	21,771	65%
4345 NonInstStdntSup	-	-	-	-	-	-	-	-	424	52	476	-	476	7,500	5,000	5,000	-	4,524	10%
4346 TeacherSupplies	-	-	-	-	1	338	197	732	52	40	1,360	939	421	10,621	10,621	10,621	-	9,261	13%
4350 Cust. Supplies	-	-	-	2,466	1,440	3,240	548	4,713	86	3,694	16,186	13,465	2,721	21,343	21,343	21,343	-	5,157	76%
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390 Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	25,000	5,000	5,000	-	5,000	0%
4410 ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430 OffceFurnEqp<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	7,655	5,000	7,481	2%
4460 Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	5,063	5,063	-	5,063	-	17,000	12,000	(5,000)	6,937	42%
4710 Food	-	-	-	-	-	-	-	41	-	-	41	-	41	357,547	-	-	-	(41)	-
4720 Food:Other Food	-	-	392	-	-	-	(25)	0	0	-	367	348	19	8,000	4,400	6,150	1,750	5,783	6%
4990 Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Exp-Suspense	87	7,060	(0)	6,998	13,707	20,796	(6,153)	514	(2,914)	63,987	104,082	102,495	1,586	-	-	-	-	(104,082)	-
SUBTOTAL - Books and Supplies	87	13,835	13,072	14,245	15,863	27,897	2,662	52,779	(1,526)	74,162	213,077	200,645	12,431	657,369	293,164	292,914	(250)	79,837	73%

April 2019 Monthly Update / Actuals through April 30, 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	Apr 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
Services & Other Operating Expenses																				
5101	CMO Fees	-	269,311	89,770	89,770	89,770	89,770	(527,350)	101,042	101,042	33,681	336,808	341,042	(4,234)	997,937	404,170	404,170	-	67,362	83%
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	10,000	-	-	-	-	-
5210	MilesParkTolls	-	-	179	195	346	-	-	-	-	77	797	1,151	(354)	3,000	10,500	10,500	-	9,703	8%
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	5,000	5,000	5,000	-	5,000	0%
5300	DuesMemberships	-	-	450	-	-	1,020	-	6,760	-	-	8,230	12,058	(3,828)	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	2,485	29,826	28,862	964	40,000	40,000	40,000	-	10,174	75%
5500	OpsHousekeeping	1,317	1,317	1,317	1,317	1,907	3,053	1,317	1,317	1,317	2,602	16,778	16,889	(111)	40,000	40,000	40,000	-	23,222	42%
5510	Gas & Electric	-	11,726	11,090	9,602	5,419	-	7,697	4,744	7,419	4,682	62,378	65,817	(3,440)	120,000	120,000	120,000	-	57,622	52%
5610	Rent & Leases	-	-	-	-	-	772	-	-	-	-	772	1,235	(463)	-	-	-	-	(772)	-
5620	EquipmentLeases	2,214	2,532	3,207	3,127	4,087	346	4,004	6,243	4,944	2,858	33,563	35,427	(1,864)	50,286	50,286	50,286	-	16,723	67%
5630	Reps&MaintBldng	-	24,268	9,400	1,755	831	-	-	461	(0)	2,772	39,487	43,447	(3,959)	85,000	50,000	50,000	-	10,513	79%
5800	ProfessServices	-	-	16,752	1,476	5,535	30	-	4,404	(350)	-	27,847	38,069	(10,222)	269,267	52,950	52,950	-	25,103	53%
5810	Legal	-	1,791	21,966	-	5,165	20,000	18,754	333	10,000	297	78,305	80,852	(2,547)	15,000	235,664	235,664	-	157,359	33%
5811	Property Tax	-	-	-	-	3,393	-	-	-	-	-	3,393	5,430	(2,036)	-	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	2,560	(960)	11,000	11,000	11,000	-	9,400	15%
5819	SchlProgs-Other	-	-	-	1,421	-	2,589	5,198	966	-	3,071	13,246	14,733	(1,487)	7,100	19,271	35,157	15,886	21,911	38%
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	11,684	11,684	11,684	-	11,684	0%
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	450	2,955	-	-	2,636	200	173	6,413	5,448	965	35,000	2,636	4,897	2,261	(1,517)	131%
5836	FieldTrip Trans	-	-	-	-	-	-	-	4,281	3,955	4,238	12,474	15,000	(2,526)	-	28,355	28,979	624	16,505	43%
5840	MarkngStdtRecrt	-	-	8,860	10,610	-	-	-	100	540	-	20,111	31,153	(11,042)	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	1,555	16,439	10,712	5,728	35,900	36,150	36,150	-	19,711	45%
5860	Service Fees	231	307	577	201	225	435	525	58	123	621	3,303	3,679	(375)	2,932	2,932	2,932	-	(371)	113%
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	604	2,365	-	136	(202)	-	-	601	3,503	4,644	(1,140)	30,418	19,044	19,044	-	15,541	18%
5864	Prof Dev-Other	-	-	-	85	337	-	5,000	2,310	-	5,190	12,922	8,675	4,247	70,682	73,803	73,803	-	60,881	18%
5869	SpEd Ctrct Inst	-	-	-	-	-	-	76,182	35,146	28,021	44,269	183,618	202,365	(18,746)	-	242,435	242,435	-	58,816	76%
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	26,507	66,086	76,679	(10,593)	85,000	77,091	77,091	-	11,005	86%
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	3,000	3,000	3,000	-	3,000	0%
5900	Communications	-	-	-	-	-	-	-	-	-	10	10	-	10	3,090	1,725	1,725	-	1,715	1%
5920	TelecomInternet	-	-	479	958	-	-	-	-	-	1,454	2,891	2,299	592	73,161	3,090	3,090	-	199	94%
5930	PostageDelivery	-	1,101	85	635	-	0	300	635	36	49	2,842	2,733	108	10,621	10,606	10,606	-	7,764	27%
5940	Technology	-	-	-	-	-	-	1,916	2,692	479	-	5,087	3,066	2,022	-	5,000	5,000	-	(87)	102%
	SUBTOTAL - Services & Operations	11,222	316,712	169,341	129,327	129,109	123,071	(403,886)	186,637	190,547	137,191	989,271	1,054,024	(64,753)	2,156,391	1,720,776	1,739,547	18,771	750,276	57%

April 2019 Monthly Update Actuals through April 30, 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	Apr 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
Capital Outlay & Depreciation																			
6100 Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	2,065	9,537	11,602	-	11,602	-	-	600,000	600,000	588,398	2%
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%
SUBTOTAL - Cap Outlay & Dep.	-	-	-	199,022	-	-	42,625	-	2,065	9,537	253,249	241,648	11,602	597,067	677,067	1,277,067	600,000	1,023,818	20%
Other Outflows																			
7299 Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	19,709	-	-	-	-	-
7438 InterestExpense	43,042	45,056	129,934	45,056	-	80,597	27,486	-	-	190,392	561,562	561,170	392	595,203	595,203	595,203	-	33,641	94%
SUBTOTAL - Other Outflows	43,042	45,056	129,934	45,056	-	80,597	27,486	-	-	190,392	561,562	561,170	392	614,912	595,203	595,203	-	33,641	94%
TOTAL EXPENDITURES	293,574	788,551	765,092	832,112	560,545	603,341	109,329	585,111	541,087	784,178	5,847,171	5,866,402	(19,231)	9,396,401	8,572,501	9,191,022	618,521	3,343,851	64%

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-SA

	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr ACTUALS	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	708,858	351,947	412,369	317,008	433,301	522,760	714,327	766,445	942,374	883,934	717,289	698,393	679,498	
Revenue														
LCFF Entitlement	270,445	284,166	521,735	1,007,872	639,406	674,339	639,405	543,661	671,454	518,001	472,399	472,399	236,199	**6,951,482**
Federal Revenue	-	-	-	-	74,796	-	170,263	-	89,333	65,456	11,141	11,141	5,571	**427,701**
Other State Revenues	17,322	-	114,885	31,179	31,179	51,205	143,414	29,338	106,778	26,304	203,459	203,459	101,730	**1,060,252**
Other Local Revenues	369	362	2,098	12,645	9,105	2,764	61,441	6,729	52,451	9,892	559	559	(4,694)	**154,278**
Total Revenue	288,136	284,529	638,718	1,051,696	754,486	728,308	1,014,524	579,728	920,016	619,653	687,557	687,557	338,805	**8,593,713**
Expenses														
Certificated Salaries	161,885	238,767	246,746	248,060	236,550	235,103	248,069	221,087	220,057	216,822	219,322	219,322	385,258	**3,097,046**
Classified Salaries	42,260	69,536	77,165	75,986	75,394	76,503	46,087	63,038	61,610	64,425	63,024	63,024	19,208	**797,261**
Benefits	35,166	133,866	83,777	120,416	103,629	60,168	146,287	61,570	68,334	91,650	73,851	73,851	360,515	**1,413,081**
Books and Supplies	87	13,835	13,072	14,245	15,863	27,897	2,662	52,779	(1,526)	74,162	32,035	32,035	28,199	**305,345**
Services and Operations	11,222	316,712	169,341	129,327	129,109	123,071	(403,886)	186,637	190,547	137,191	292,602	292,602	100,319	**1,674,793**
Depreciation / Cap Outlay	-	-	-	199,022	-	-	42,625	-	2,065	9,537	10,309	10,309	1,014,801	**1,288,669**
Other Outflows	43,042	45,056	129,934	45,056	-	80,597	27,486	-	-	190,392	13,457	13,457	7,120	**595,595**
Total Expenses	293,661	817,772	720,036	832,112	560,545	603,341	109,329	585,111	541,087	784,178	704,600	704,600	1,915,420	**9,171,790**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	95,827	690,775	57,262	5,356	-	(2,624)	5,810	-	-	-	-	-		**852,406**
Accounts Receivable - Bond Project			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets/Accrual Adj	236,449	247,930	98,728	197,220	100,590	128,835	(392,524)	(260,224)	(126,211)	19,878	-	-		**250,673**
Fixed Assets			85,926	(61,180)	-	(232,255)	223,778	(103,495)	(55,073)					**(142,299)**
Due To (From)		(269,311)	(89,770)	(89,770)	(89,770)	(89,770)	-	-	(100,000)	(100,000)				**(828,391)**
Expenses - Prior Year Accruals	(247,069)	51,649	-	-	-	-	-	-	-	-				**(195,420)**
Accounts Payable - Current Year		-	9,144	4,549	1,409	1,980	-	-	-	-	-	-		**17,082**
Summer Holdback for Teachers	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647		**67,764**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			(111,204)	-	-	(7,500)	(7,500)	(11,667)	(119,816)	(7,500)	(7,500)	(7,500)		**(280,187)**
Total Other Transactions	90,854	726,690	(30,193)	208,928	(43,304)	36,568	(620,822)	(42,465)	(443,875)	(137,048)	(1,853)	(1,853)		**(258,372)**
Total Change in Cash	85,330	193,447	(111,511)	428,512	150,637	161,535	284,373	(47,849)	(64,945)	(301,572)	(18,896)	(18,896)		**(836,449)**
ENDING CASH (Local Bank 9120)	351,947	412,369	317,008	433,301	522,760	714,327	766,445	942,374	883,934	717,289	698,393	679,498		
ENDING CASH (County Treas. & Other)	200,131	333,156	317,006	629,225	690,404	660,371	892,626	668,848	662,343	527,416	527,416	527,416		
ENDING CASH (TOTAL)	552,078	745,525	634,014	1,062,526	1,213,164	1,374,698	1,659,071	1,611,222	1,546,277	1,244,705	1,225,809	1,206,914	<<< = 48 days cash	
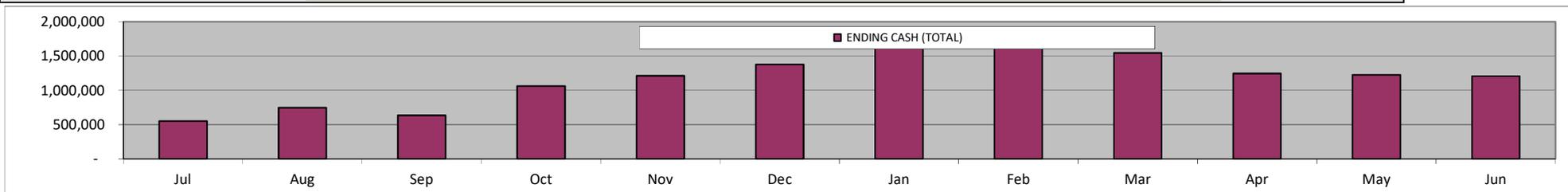
MSA-SD   Executive Summary

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 $208,699, which represents 16 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 $5,796 higher 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 ($5,796) 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 $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 $1,813 higher than in the Second Interim, reflecting stable depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

April 2019 Monthly Update Actuals through April 30, 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	Apr 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	-		
SUMMARY																			
Revenue																			
LCFF Entitlement	79,176	175,960	363,080	253,912	253,842	273,311	253,842	225,611	449,791	230,930	2,559,455	2,550,301	9,154	3,724,672	3,171,560	3,171,560	-	612,105	81%
Federal Revenue	-	-	-	-	-	12,361	17,176	-	11,778	-	41,315	29,537	11,778	134,778	110,987	116,783	5,796	75,468	35%
Other State Revenues	9,620	-	26,936	28,239	17,316	47,365	70,280	91,079	35,920	45,860	372,615	347,705	24,910	590,983	626,463	620,667	(5,796)	248,052	60%
Other Local Revenues	500	-	828	6,421	12,739	28,301	7,339	-	32,082	4,193	92,403	88,931	3,472	79,331	144,662	150,620	5,958	58,217	61%
Total Revenue	**89,296**	**175,960**	**390,844**	**288,572**	**283,897**	**361,338**	**348,638**	**316,690**	**529,571**	**280,982**	**3,065,788**	**3,016,474**	**49,314**	**4,529,764**	**4,053,672**	**4,059,630**	**5,958**	**993,842**	**76%**
Expenditures																			
Certificated Salaries	94,940	127,178	128,586	131,584	128,611	133,914	125,100	129,377	128,543	128,423	1,256,256	1,259,379	(3,123)	1,664,407	1,559,448	1,559,448	-	303,192	81%
Classified Salaries	25,053	27,475	29,806	28,011	28,839	30,927	34,620	29,581	29,003	32,280	295,595	288,765	6,830	238,576	398,672	398,672	-	103,077	74%
Benefits	19,286	67,724	55,169	32,022	56,519	30,758	72,122	30,773	64,625	55,124	484,122	495,100	(10,978)	696,366	723,079	723,079	-	238,957	67%
Books and Supplies	-	13,908	19,806	30,617	5,657	10,272	17,842	15,434	(50,724)	45,686	108,497	110,261	(1,764)	136,427	119,388	119,075	(313)	10,577	91%
Services and Operating Exp.	49,780	162,068	117,439	116,134	63,259	(62,387)	190,083	(1,725)	103,814	309,604	1,048,069	1,088,840	(40,771)	1,736,112	1,993,280	1,997,638	4,358	949,570	52%
Depreciation & Cap Outlay	-	12,800	-	15,216	-	-	-	-	-	30,840	58,856	58,016	840	45,647	103,871	105,685	1,813	46,829	56%
Other Outflows	-	-	-	-	-	-	-	104,277	-	(104,277)	(0)	-	(0)	12,006	-	-	-	0	-
Total Expenditures	**189,058**	**411,153**	**350,807**	**353,584**	**282,885**	**143,483**	**439,767**	**307,717**	**275,260**	**497,679**	**3,251,394**	**3,300,360**	**(48,966)**	**4,529,541**	**4,897,738**	**4,903,596**	**5,858**	**1,652,202**	**66%**
Net Revenues											**(185,606)**	**(283,886)**	**98,280**	**223**	**(844,066)**	**(843,966)**	**100**	**(658,360)**	

Fund Balance		
Beginning Balance (Audited)	1,153,086	
Net Revenues	(843,966)	
Ending Fund Balance	**309,120**	

Components of Fund Bal.		
Available For Econ. Uncert.	21,801	0.4% of Expenditures
Restricted Balances	7,645	0.2% of Expenditures
Net Fixed Assets	279,674	5.7% of Expenditures
Ending Fund Balance	**309,120**	**6.3% of Expenditures**

(Components of Ending Fund Balance labels on left: Available For Economic Uncertainty; Restricted Balances; Net Fixed Assets; Ending Fund Balance)

DMS
DELTA MANAGED SOLUTIONS

April 2019 Monthly Update Actuals through April 30, 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	Apr 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
REVENUE DETAIL																			
LCFF Entitlement																			
8011 State Aid	40,408	41,202	74,958	74,234	74,164	74,164	74,164	48,403	48,403	48,333	598,433	588,294	10,139	1,016,244	833,677	833,677	-	235,244	72%
8012 EPA Entitlement	-	-	19,399	-	-	19,399			19,669	-	58,467	58,798	(331)	92,299	78,074	78,074	-	19,607	75%
8019 Prior Year Adjustments	-	-	(794)	-	-	70		(2,470)	16,525	-	13,331	(724)	14,055	-	-	-	-	(13,331)	-
8096 InLieuPropTaxes	38,768	134,758	269,517	179,678	179,678	179,678	179,678	179,678	365,194	182,597	1,889,224	1,903,933	(14,709)	2,616,129	2,259,809	2,259,809	-	370,585	84%
SUBTOTAL - LCFF Entitlement	79,176	175,960	363,080	253,912	253,842	273,311	253,842	225,611	449,791	230,930	2,559,455	2,550,301	9,154	3,724,672	3,171,560	3,171,560	-	612,105	81%
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-		-	50,500	50,500	56,296	5,796	56,296	0%
8220 SchLunchFederal											-			33,724	-	-		-	-
8290 All Other Federal Revenue	-	-	-	-	-	12,361	17,176		11,778	-	41,315	29,537	11,778	50,554	60,487	60,487	-	19,172	68%
SUBTOTAL - Federal Revenue	-	-	-	-	-	12,361	17,176	-	11,778	-	41,315	29,537	11,778	134,778	110,987	116,783	5,796	75,468	35%
Other State Revenue																			
8311 SpEd Revenue	9,620	-	26,936	17,316	17,316	17,316	17,316		35,920	17,960	159,700	155,820	3,880	240,900	240,900	235,104	(5,796)	75,404	68%
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	-	-	27,900	55,198	57,298	(2,101)	89,530	89,530	89,530	-	34,332	62%
8590 AllOthStateRev	-	-	-	-	-	23,713	886	91,079		-	115,678	92,548	23,130	118,980	218,292	218,292	-	102,614	53%
SUBTOTAL - Other State Revenue	9,620	-	26,936	28,239	17,316	47,365	70,280	91,079	35,920	45,860	372,615	347,705	24,910	590,983	626,463	620,667	(5,796)	248,052	60%
Local Revenue																			
8600 Other Local Revenue	-	-	-	-	-	-	-	29,392	-		29,392	30,000	(608)	-	29,392	29,392	-	-	100%
8634 StudentLunchFee	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-		-	-	-	1,500	(1,500)	2,500	2,500	2,500	-	2,500	0%
8660 Interest	500	-	828	52	-	661	168	-	-	621	2,829	3,511	(682)	-	5,000	5,000	-	2,171	57%
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-
8699 Other Revenue	-	-	-	6,370	12,739	27,641	7,171		-	273	54,193	53,920	273	76,831	107,770	113,728	5,958	59,535	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	-	-	-	-	-	-	-	-	2,690	3,299	5,989	-	5,989	-	-	-	-	(5,989)	-
SUBTOTAL - Local Revenue	500	-	828	6,421	12,739	28,301	7,339	-	32,082	4,193	92,403	88,931	3,472	79,331	144,662	150,620	5,958	58,217	61%
TOTAL REVENUE	89,296	175,960	390,844	288,572	283,897	361,338	348,638	316,690	529,571	280,982	3,065,788	3,016,474	49,314	4,529,764	4,053,672	4,059,630	5,958	993,842	76%

April 2019 Monthly Update Actuals through April 30, 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	Apr 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
EXPENDITURES DETAIL																			
Certificated Salaries																			
1100 TeacherSalaries	42,300	93,718	95,189	98,202	95,151	100,454	91,640	95,917	94,423	94,648	901,642	905,740	(4,098)	1,238,279	1,137,941	1,137,941	-	236,299	79%
1300 Cert Adminis	52,640	33,460	33,397	33,382	33,460	33,460	33,460	33,460	34,120	33,775	354,614	353,639	975	426,128	421,507	421,507	-	66,893	84%
SUBTOTAL - Certificated Salaries	94,940	127,178	128,586	131,584	128,611	133,914	125,100	129,377	128,543	128,423	1,256,256	1,259,379	(3,123)	1,664,407	1,559,448	1,559,448	-	303,192	81%
Classified Salaries																			
2400 Clerical & Tech	9,337	10,575	10,631	10,308	12,099	12,522	16,136	10,154	10,070	10,763	112,595	110,188	2,407	59,644	160,228	160,228	-	47,633	70%
2900 OtherClassStaff	15,716	16,900	19,175	17,703	16,740	18,405	18,485	19,428	18,933	21,516	182,999	178,577	4,423	178,932	238,443	238,443	-	55,444	77%
SUBTOTAL - Classified Salaries	25,053	27,475	29,806	28,011	28,839	30,927	34,620	29,581	29,003	32,280	295,595	288,765	6,830	238,576	398,672	398,672	-	103,077	74%
Employee Benefits																			
3101 STRS	8,442	21,222	21,001	21,481	21,325	20,534	19,063	21,572	21,470	21,479	197,591	205,848	(8,257)	248,164	254,538	254,538	-	56,946	78%
3202 PERS	2,354	4,574	4,874	4,787	4,622	4,797	4,991	4,637	4,464	4,981	45,082	45,971	(889)	36,329	36,329	36,329	-	(8,752)	124%
3301 OASDI/Med	2,915	3,571	3,855	3,772	3,687	3,840	3,802	3,691	3,624	3,831	36,589	34,940	1,649	51,069	52,419	52,419	-	15,830	70%
3401 HlthWelfare	1,487	36,777	24,075	402	25,370	1,586	42,903	(491)	30,028	23,468	185,604	192,600	(6,996)	337,971	356,960	356,960	-	171,357	52%
3501 UnemployIns	-	217	-	216	150	(0)	-	-	699	-	1,283	584	699	1,141	1,141	1,141	-	(142)	112%
3601 WorkersCmp	4,088	1,363	1,364	1,364	1,364	-	1,364	1,364	4,339	1,364	17,974	14,999	2,975	21,428	21,428	21,428	-	3,453	84%
3701 Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 OthBenes	-	-	-	-	-	-	-	-	-	-	-	159	(159)	264	264	264	-	264	0%
SUBTOTAL - Employee Benefits	19,286	67,724	55,169	32,022	56,519	30,758	72,122	30,773	64,625	55,124	484,122	495,100	(10,978)	696,366	723,079	723,079	-	238,957	67%
Books & Supplies																			
4100 Text&CoreCurric	-	-	(1,001)	-	-	-	-	-	-	-	(1,001)	(1,001)	-	5,150	5,150	5,150	-	6,151	-19%
4200 BooksOthRefMats	-	-	-	-	-	-	193	197	(98)	-	292	338	(46)	5,150	2,150	2,150	-	1,858	14%
4310 Ins Mats & Sups	-	-	-	-	2,336	-	1,000	6,969	(2,780)	-	7,524	5,838	1,686	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	341	9,566	9,984	(418)	9,270	12,270	12,270	-	2,704	78%
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	12,385	1,522	13,654	14,029	13,907	(122)	-	100%
4345 NonInstStdntSup	-	-	74	-	5	-	(0)	6,205	(3,137)	538	3,685	83	3,601	6,365	6,365	6,365	-	2,680	58%
4346 TeacherSupplies	-	-	-	-	-	83	0	99	-	-	182	145	36	2,500	2,500	1,250	(1,250)	1,068	15%
4350 Cust. Supplies	-	-	-	-	-	121	-	153	1,099	-	1,373	212	1,161	6,365	6,365	6,365	-	4,992	22%
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390 Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400 NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410 ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430 OffceFurnEqp<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	8,058	6,058	1,642	80%
4460 Fixed Asset Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	-	-	-	-	-	-	-	-	-	-	40,670	-	-	-	-	-
4720 Food:Other Food	-	-	242	2,044	0	(0)	125	-	530	386	3,328	4,038	(710)	6,896	9,056	9,056	-	5,728	37%
4990 Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Exp-Suspense	-	13,533	16,531	28,025	3,115	10,047	6,987	(10,677)	(51,189)	44,422	60,793	78,238	(17,445)	-	-	-	-	(60,793)	-
SUBTOTAL - Books and Supplies	-	13,908	19,806	30,617	5,657	10,272	17,842	15,434	(50,724)	45,686	108,497	110,261	(1,764)	136,427	119,388	119,075	(313)	10,577	91%

April 2019 Monthly Update Actuals through April 30, 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	Apr 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
Services & Other Operating Expenses																		373,666	
5101 CMO Fees	-	68,286	34,143	34,143	34,143	34,143	34,143	34,143	34,143	34,143	341,428	341,428	-	409,714	409,714	409,714	-	68,286	83%
5205 Conference Fees	-	-	-	-	-	-	-	7,474	(3,296)	-	4,179	-	4,179	4,790	4,790	4,790	-	611	87%
5210 MilesParkTolls	-	-	25	1,570	99	95	654	0	-	66	2,509	2,544	(35)	7,426	2,426	2,676	250	167	94%
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	-	-	76	1,839	(0)	0	(0)	0	2,495	545	4,955	3,064	1,891	7,210	6,210	6,210	-	1,255	80%
5300 DuesMemberships	-	-	1,020	-	-	4,100	95	189	(94)	-	5,309	8,344	(3,035)	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	1,675	20,103	17,423	2,680	22,550	22,550	22,550	-	2,447	89%
5500 OpsHousekeeping	371	742	1,137	491	1,309	-	1,493	2,051	1,220	491	9,304	12,314	(3,010)	56,650	18,650	14,650	(4,000)	5,346	64%
5510 Gas & Electric	301	3,995	7,773	8,123	6,169	164	467	4,883	13,903	4,571	50,349	56,070	(5,722)	30,000	45,000	53,000	8,000	2,651	95%
5610 Rent & Leases	39,480	79,480	59,480	59,480	-	(115,850)	124,276	(98,516)	-	208,967	356,796	356,345	451	713,760	724,784	724,784	-	367,988	49%
5620 EquipmentLeases	-	700	1,479	1,250	350	1,148	1,697	1,454	1,056	350	9,485	10,180	(695)	10,609	10,609	13,109	2,500	3,624	72%
5630 Reps&MaintBldng	-	-	100	2,387	2,543	291	1,005	-	237	823	7,385	10,121	(2,736)	42,000	19,000	16,500	(2,500)	9,115	45%
5800 ProfessServices	3,534	(3,534)	1,740	3,982	8,999	25	-	-	1,305	-	16,050	23,593	(7,543)	80,660	26,584	26,584	-	10,534	60%
5810 Legal	-	-	728	-	2,260	-	-	-	-	-	2,987	4,779	(1,792)	15,450	15,350	7,250	(8,100)	4,263	41%
5811 Property Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813 SchPrgAftSchool	-	-	-	-	-	-	8,187	-	6,961	41,018	56,166	61,461	(5,295)	79,380	79,380	79,380	-	23,214	71%
5814 SchPrgAcadComps	-	-	-	-	86	-	-	1,342	1,090	-	2,518	5,120	(2,602)	4,635	2,635	2,635	-	117	96%
5819 SchlProgs-Other	-	-	-	-	-	-	-	504	2,134	-	2,638	5,000	(2,362)	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	5,000	2,804	45,000	48,939	54,897	5,958	47,093	14%
5836 FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840 MarkngStdtRecrt	-	-	991	-	-	-	(0)	0	96	3,466	4,553	6,387	(1,835)	15,000	18,847	18,847	-	14,294	24%
5850 Oversight Fees	-	7,068	2,035	-	-	-	6,312	-	-	9,469	24,884	23,754	1,130	37,247	37,247	37,247	-	12,363	67%
5857 Payroll Fees	-	-	-	-	-	-	235	920	935	951	3,041	5,329	(2,288)	16,444	16,058	13,558	(2,500)	10,517	22%
5860 Service Fees	-	-	33	-	-	-	-	-	43	-	76	52	23	1,061	1,061	1,061	-	985	7%
5861 Prior Year Services	-	-	-	-	-	12,224	-	-	-	-	12,224	19,558	(7,334)	-	12,224	12,224	-	-	100%
5863 Prof Developmnt	-	-	-	-	-	-	1,421	9,224	351	-	10,996	21,989	(10,993)	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	50,295	(4,918)	-	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	1,298	22,619	20,466	2,153	25,000	25,000	25,000	-	2,381	90%
5890 OthSvcsNon-Inst	-	-	-	-	-	-	538	2,302	-	807	3,648	861	2,787	1,500	244,216	244,216	-	240,568	1%
5900 Communications	-	-	-	280	-	-	-	-	-	-	280	448	(168)	35,063	1,225	1,225	-	945	23%
5920 TelecomInternet	1,068	3,076	3,083	280	(0)	0	-	2,714	1,985	140	12,345	9,525	2,820	24,258	33,838	33,838	-	21,492	36%
5930 PostageDelivery	-	579	-	-	-	-	2,521	-	-	552	3,652	4,613	(961)	5,150	5,150	5,150	-	1,498	71%
5940 Technology	-	-	-	-	-	-	1,734	2,128	274	274	4,409	2,774	1,635	-	24,258	24,258	-	19,849	18%
SUBTOTAL - Services & Operations	49,780	162,068	117,439	116,134	63,259	(62,387)	190,083	(1,725)	103,814	309,604	1,048,069	1,088,840	(40,771)	1,736,112	1,993,280	1,997,638	4,358	949,570	52%

April 2019 Monthly Update Actuals through April 30, 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	Apr 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
Capital Outlay & Depreciation																		
6100 Site Imp (Pre-Capitalization)	-	12,800	-	-	-	-	-	-	-	14,980	27,780	27,800	(20)	-	29,224	44,224	15,000	16,444	63%
6400 EquipFixed	-	-	-	-	-	-	-	-	-	15,860	15,860	15,000	860	-	29,000	20,500	(8,500)	4,640	77%
6900 Depreciation	-	-	-	15,216	-	-	-	-	-	-	15,216	15,216	-	45,647	45,647	40,961	(4,687)	25,745	37%
SUBTOTAL - Cap Outlay & Dep.	-	12,800	-	15,216	-	-	-	-	-	30,840	**58,856**	**58,016**	840	45,647	103,871	**105,685**	1,813	46,829	56%
Other Outflows																		
7299 Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	12,006	-	-	-	-	-
7438 InterestExpense	-	-	-	-	-	-	-	104,277	-	(104,277)	(0)	-	(0)	-	-	-	-	0	-
SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	104,277	-	(104,277)	**(0)**	**-**	(0)	12,006	-	-	-	0	-
TOTAL EXPENDITURES	146,045	375,207	326,225	353,584	282,885	143,483	439,767	307,717	275,260	497,679	**3,251,394**	**3,300,360**	(48,966)	4,529,541	4,897,738	**4,903,596**	5,858	1,652,202	66%

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-SD

	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr ACTUALS	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	764,391	416,675	360,904	376,285	382,489	339,893	357,034	232,374	208,699	400,313	304,721	331,740	358,759	
Revenue														
LCFF Entitlement	79,176	175,960	363,080	253,912	253,842	273,311	253,842	225,611	449,791	230,930	244,842	244,842	122,421	**3,171,560**
Federal Revenue	-	-	-	-	-	12,361	17,176	-	11,778	-	27,869	27,869	13,934	**110,987**
Other State Revenues	9,620	-	26,936	28,239	17,316	47,365	70,280	91,079	35,920	45,860	101,539	101,539	50,770	**626,463**
Other Local Revenues	500	-	828	6,421	12,739	28,301	7,339	-	32,082	4,193	20,904	20,904	10,452	**144,662**
Total Revenue	89,296	175,960	390,844	288,572	283,897	361,338	348,638	316,690	529,571	280,982	395,154	395,154	197,577	4,053,672
Expenses														
Certificated Salaries	94,940	127,178	128,586	131,584	128,611	133,914	125,100	129,377	128,543	128,423	128,781	128,781	42,507	**1,556,325**
Classified Salaries	25,053	27,475	29,806	28,011	28,839	30,927	34,620	29,581	29,003	32,280	30,288	30,288	49,331	**405,502**
Benefits	19,286	67,724	55,169	32,022	56,519	30,758	72,122	30,773	64,625	55,124	50,174	50,174	127,632	**712,102**
Books and Supplies	-	13,908	19,806	30,617	5,657	10,272	17,842	15,434	(50,724)	45,686	3,465	3,465	1,883	**117,311**
Services and Operations	49,780	162,068	117,439	116,134	63,259	(62,387)	190,083	(1,725)	103,814	309,604	160,414	160,414	587,971	**1,956,867**
Depreciation / Cap Outlay	-	12,800	-	15,216	-	-	-	-	-	30,840	5,834	5,834	36,002	**106,525**
Other Outflows	-	-	-	-	-	-	-	104,277	-	(104,277)	-	-	-	**(0)**
Total Expenses	189,058	411,153	350,807	353,584	282,885	143,483	439,767	307,717	275,260	497,679	378,956	378,956	845,325	4,854,630
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	155,268	(352)	16,391	11,803	-	-	-	-	427,965	47,711	-	-		**658,786**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets/Accrual Adj	(18,357)	13,483	-	2,890	8,182	-	-	3,909	(455,059)	16,550	-	-		**(428,402)**
Fixed Assets			15,216	9,482	9,482	9,482	9,482	-	-	30,840	5,834	5,834		**86,169**
Due To (From)	13,371		-	-	-	-	-	-	-	-				**13,371**
Expenses - Prior Year Accruals	(67,214)		-	-	-	-	-	-	-	-				**(67,214)**
Accounts Payable - Current Year			(1,416)	(109,718)	(67,607)	(164,074)	(60,802)	-	-	11,889	-	-		**(391,728)**
Summer Holdback for Teachers	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987		**59,844**
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	88,055	18,118	19,962	(74,822)	(44,956)	(149,605)	(46,333)	8,896	(22,107)	111,977	10,821	10,821		**(69,174)**
Total Change in Cash	(11,707)	(217,075)	59,999	(139,834)	(43,944)	68,250	(137,463)	17,869	232,203	(104,720)	27,019	27,019		(870,132)

ENDING CASH (Local Bank 9120)	416,675	360,904	376,285	382,489	339,893	357,034	232,374	208,699	400,313	304,721	331,740	358,759		
ENDING CASH (County Treas. & Other)	336,009	174,705	219,324	73,286	71,938	123,046	110,244	151,788	192,377	183,249	183,249	183,249		
ENDING CASH (TOTAL)	752,684	535,609	595,609	455,775	411,831	480,080	342,618	360,487	592,690	487,970	514,988	542,007	<<< = 41 days cash	
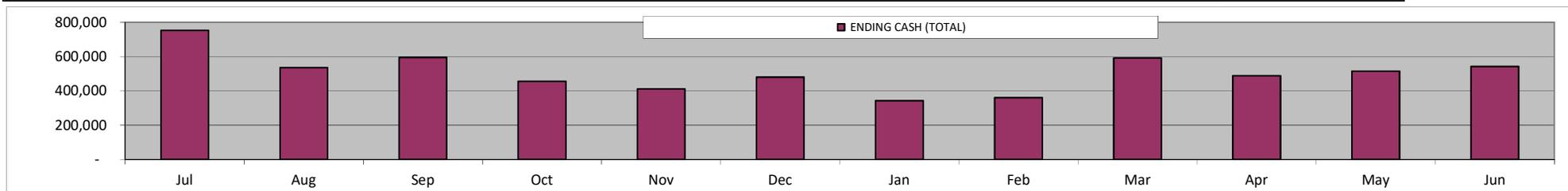
MERF   Executive Summary

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 $16,500 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 ($20,100) 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.

DMS
DELTA MANAGED SOLUTIONS

April 2019 Monthly Update Actuals through April 30, 2019)	Year To Date													Annual Budget					
MSA MERF	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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:																-			
SUMMARY																			
Revenue																			
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	453,385	4,947,562	4,987,464	(39,902)	6,058,065	5,491,181	5,491,181	-	543,619	90%
Total Revenue	158,541	1,409,427	134,556	759,283	519,146	507,281	(87,067)	586,598	506,412	453,385	4,947,562	4,987,464	(39,902)	6,058,065	5,491,181	5,491,181	-	543,619	90%
Expenditures																			
Certificated Salaries	46,813	(5,797)	48,213	47,379	47,379	47,379	47,379	47,379	47,379	47,379	420,883	420,883	-	378,982	384,571	384,571	-	(36,312)	109%
Classified Salaries	138,198	150,746	171,295	155,738	157,569	158,281	159,536	155,059	156,315	160,148	1,562,886	1,569,972	(7,086)	2,115,146	2,103,974	2,103,974	-	541,088	74%
Benefits	38,690	73,406	36,124	59,281	39,320	50,247	154,447	49,977	53,453	58,096	613,041	626,249	(13,208)	772,961	782,961	782,961	-	169,920	78%
Books and Supplies	-	1,790	54,489	5,628	46,793	15,664	(59,666)	1,789	(3,511)	67,627	130,602	121,026	9,576	89,201	108,765	125,265	16,500	(5,337)	104%
Services and Operating Exp.	29,627	167,935	87,673	206,354	109,643	167,421	102,242	84,751	99,895	80,052	1,135,594	1,158,686	(23,092)	2,451,260	2,523,779	2,503,679	(20,100)	1,368,084	45%
Depreciation & Cap Outlay	-	-	-	10,575	-	-	-	-	-	-	10,575	11,139	(564)	515	11,515	11,515	-	940	92%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	253,328	388,081	397,794	484,954	400,705	438,992	403,939	338,956	353,531	413,302	3,873,581	3,907,954	(34,373)	5,808,065	5,915,565	5,911,965	(3,600)	2,038,384	66%
Net Revenues											1,073,980	1,079,510	(5,529)	250,000	(424,384)	(420,784)	3,600	(1,494,764)	

Fund Balance		Fund Balance	
Beginning Balance (Audited)		Beginning Balance (Audited)	793,961
Net Revenues		Net Revenues	(420,784)
Ending Fund Balance		**Ending Fund Balance**	373,177
Components of Ending Fund Balance		Components of Fund Bal.	
Available For Economic Uncertainty		Available For Econ. Uncert.	356,559	6.0% of Expenditures
Restricted Balances		Restricted Balances	-	0.0% of Expenditures
Net Fixed Assets		Net Fixed Assets	16,618	0.3% of Expenditures
Ending Fund Balance		**Ending Fund Balance**	373,177	6.3% of Expenditures

DMS DELTA MANAGED SOLUTIONS

| April 2019 Monthly Update Actuals through April 30, 2019)	Year To Date													Annual Budget					
MSA MERF	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
REVENUE DETAIL																			
LCFF Entitlement																			
8011 State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8012 EPA Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8096 InLieuPropTaxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SUBTOTAL - LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8290 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SUBTOTAL - Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other State Revenue																			
8311 SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8550 MandCstReimburs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8560 StateLotteryRev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8590 AllOthStateRev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SUBTOTAL - Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Local Revenue																			
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	2,194	307,296	308,444	(1,148)	50,000	51,883	51,883	-	(255,413)	592%
8701 CMO Fee - MSA-1	-	165,806	82,903	82,903	82,903	82,903	82,903	82,903	82,903	82,903	829,029	829,029	-	994,835	994,835	994,835	-	165,806	83%
8702 CMO Fee - MSA-2	-	149,815	74,908	74,908	74,908	74,908	74,908	74,908	74,908	74,908	749,077	749,077	-	898,892	898,892	898,892	-	149,815	83%
8703 CMO Fee - MSA-3	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	82,592	825,920	825,920	-	991,104	991,104	991,104	-	165,184	83%
8704 CMO Fee - MSA-4	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	6,471	64,714	64,714	-	77,657	77,657	77,657	-	12,943	83%
8705 CMO Fee - MSA-5	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	8,604	86,044	86,044	-	103,253	103,253	103,253	-	17,209	83%
8706 CMO Fee - MSA-6	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	38,710	38,710	-	46,452	46,452	46,452	-	7,742	83%
8707 CMO Fee - MSA-7	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	41,399	413,987	413,987	-	496,785	496,785	496,785	-	82,798	83%
8708 CMO Fee - MSA-8	-	165,239	82,620	82,620	82,620	82,620	82,620	82,620	82,620	82,620	826,197	826,197	-	991,436	991,436	991,436	-	165,239	83%
8709 CMO Fee - MSA-SA	-	269,311	89,770	89,770	89,770	89,770	(527,350)	101,042	101,042	33,681	336,808	401,042	(64,234)	997,937	404,170	404,170	-	67,362	83%
8712 CMO Fee - MSA-SD	-	68,286	34,143	34,143	34,143	34,143	34,143	34,143	34,143	34,143	341,428	341,428	-	409,714	409,714	409,714	-	68,286	83%
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	47,870	30,468	-	-	-	-	(78,338)	-
SUBTOTAL - Local Revenue	158,541	1,409,427	134,556	759,283	519,146	507,281	(87,067)	586,598	506,412	453,385	4,947,562	4,987,464	(39,902)	6,058,065	5,491,181	5,491,181	-	543,619	90%
TOTAL REVENUE	158,541	1,409,427	134,556	759,283	519,146	507,281	(87,067)	586,598	506,412	453,385	4,947,562	4,987,464	(39,902)	6,058,065	5,491,181	5,491,181	-	543,619	90%

April 2019 Monthly Update Actuals through April 30, 2019)	Year To Date													Annual Budget				
MSA MERF	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
EXPENDITURES DETAIL																			
Certificated Salaries																			
1100 TeacherSalaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Cert Adminis	46,813	(5,797)	48,213	47,379	47,379	47,379	47,379	47,379	47,379	47,379	420,883	420,883	-	378,982	384,571	384,571	-	(36,312)	109%
SUBTOTAL - Certificated Salaries	46,813	(5,797)	48,213	47,379	47,379	47,379	47,379	47,379	47,379	47,379	420,883	420,883	-	378,982	384,571	384,571	-	(36,312)	109%
Classified Salaries																			
2400 Clerical & Tech	106,667	104,367	120,362	104,805	105,573	111,082	112,186	107,709	106,881	107,299	1,086,930	1,101,600	(14,670)	1,855,793	1,855,062	1,855,062	-	768,132	59%
2900 OtherClassStaff	31,531	46,379	50,933	50,933	51,996	47,200	47,350	47,350	49,434	52,850	475,956	468,372	7,584	259,353	248,912	248,912	-	(227,044)	191%
SUBTOTAL - Classified Salaries	138,198	150,746	171,295	155,738	157,569	158,281	159,536	155,059	156,315	160,148	1,562,886	1,569,972	(7,086)	2,115,146	2,103,974	2,103,974	-	541,088	74%
Employee Benefits																			
3101 STRS	10,071	13,233	13,498	14,082	14,374	14,526	14,806	14,479	14,479	14,479	138,027	126,994	11,033	94,038	94,038	94,038	-	(43,989)	147%
3202 PERS	4,036	4,165	4,165	4,165	4,165	4,165	4,165	4,165	4,165	4,165	41,522	34,102	7,420	49,981	49,981	49,981	-	8,459	83%
3301 OASDI/Med	9,531	9,991	10,079	8,782	8,397	8,388	10,154	9,862	10,036	10,327	95,547	93,116	2,431	141,870	141,870	141,870	-	46,323	67%
3401 HlthWelfare	1,539	37,102	(41)	24,070	4,337	1,700	70,162	1,643	21,278	21,301	183,090	188,868	(5,778)	292,748	302,748	302,748	-	119,658	60%
3501 UnemployIns	635	667	-	-	-	283	9,278	875	123	246	12,108	38,699	(26,591)	11,919	11,919	11,919	-	(189)	102%
3601 WorkersCmp	8,586	2,862	2,862	2,862	2,862	-	5,724	4,710	(1,354)	2,863	31,977	42,930	(10,952)	28,088	28,088	28,088	-	(3,889)	114%
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	4,714	49,672	49,829	(156)	154,317	154,317	154,317	-	104,645	32%
SUBTOTAL - Employee Benefits	38,690	73,406	36,124	59,281	39,320	50,247	154,447	49,977	53,453	58,096	613,041	626,249	(13,208)	772,961	782,961	782,961	-	169,920	78%
Books & Supplies																			
4100 Text&CoreCurric	-	-	-	-	-	-	-	-	-	-	-	631	(631)	1,051	1,051	1,051	-	1,051	0%
4200 BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310 Ins Mats & Sups	-	-	-	136	-	-	-	-	81	-	217	3,306	(3,089)	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	2,719	10,294	21,351	(11,057)	34,000	34,400	34,400	-	24,106	30%
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326 Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335 PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4340 Educat Software	-	-	-	-	-	-	-	-	-	-	-	5,400	(5,400)	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	10,667	(4,806)	1,500	8,971	13,871	4,900	8,010	42%
4410 ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430 OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	1,200	(1,200)	2,000	2,000	2,000	-	2,000	0%
4440 Computers <$5k	-	-	-	1,110	-	-	287	0	-	-	1,397	4,945	(3,548)	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	535	15,179	31,093	(15,915)	33,150	40,533	52,133	11,600	36,954	29%
4990 Prior Year Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Exp-Suspense	-	1,490	53,288	938	45,793	15,471	(75,484)	1,304	(9,518)	64,373	97,655	42,433	55,221			-	-	(97,655)	
SUBTOTAL - Books and Supplies	-	1,790	54,489	5,628	46,793	15,664	(59,666)	1,789	(3,511)	67,627	130,602	121,026	9,576	89,201	108,765	125,265	16,500	(5,337)	104%

April 2019 Monthly Update Actuals through April 30, 2019) **MSA MERF**	Year To Date														Annual Budget					
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
Services & Other Operating Expenses																			
5101 CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5205 Conference Fees	-	-	-	-	1,165	-	450	-	-	750	2,365	7,261	(4,896)	37,950	36,990	36,990	-	34,625	6%
5210 MilesParkTolls	2,178	4,267	2,341	3,208	4,020	2,811	5,987	557	5,610	4,974	35,952	32,157	3,794	116,000	115,000	112,000	(3,000)	76,048	32%
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220 TraLodging	-	20	802	-	140	6	812	3,462	1,179	(1,502)	4,920	2,485	2,435	92,150	114,650	108,050	(6,600)	103,130	5%
5300 DuesMemberships	75	150	1,017	75	75	24,000	1,264	150	1,760	-	28,565	41,941	(13,376)	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	1,945	39,486	46,493	(7,007)	40,000	40,000	40,000	-	514	99%
5500 OpsHousekeeping	-	-	-	-	-	-	-	-	-	-	-	-	-	26,545	15,000	13,800	(1,200)	13,800	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	179,770	1,200	48,323	73%
5620 EquipmentLeases	286	286	286	286	286	286	286	286	575	286	3,146	2,857	289	13,000	13,000	14,000	1,000	10,854	22%
5630 Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	-	-	-	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	23,070	231,551	243,170	(11,619)	548,750	534,100	513,955	(20,145)	282,404	45%
5810 Legal	-	4,707	15,747	7,807	4,508	5,022	1,779	1,717	-	-	41,287	39,570	1,717	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	-	2,380	65,912	63,202	2,709	50,000	70,000	78,000	8,000	12,088	85%
5825 DMSBusinessSvcs	-	103,404	-	69,130	34,468	34,468	35,332	35,332	35,332	35,463	382,928	380,841	2,088	500,000	500,000	500,000	-	117,072	77%
5835 Field Trips	-	-	-	20,437	-	-	-	-	-	-	20,437	20,437	-	-	25,000	25,000	-	4,563	82%
5836 FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840 MarkngStdtRecrt	-	-	3,500	2,036	-	4,040	3,342	-	-	1,217	14,135	18,085	(3,950)	58,000	57,827	63,972	6,145	49,837	22%
5850 Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5857 Payroll Fees	-	-	-	-	-	-	(76)	912	5,781	5,806	12,423	(122)	12,545	20,000	20,000	20,000	-	7,577	62%
5860 Service Fees	-	-	-	146	-	-	-	-	-	-	146	234	(88)	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	-	380	11,309	10,404	905	77,000	66,525	64,525	(2,000)	53,216	18%
5864 Prof Dev-Other	-	-	-	10,552	-	2,100	5,670	1,500	-	-	19,822	18,322	1,500	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	294	7,070	8,073	(1,003)	15,000	15,087	15,087	-	8,017	47%
5884 Substitutes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5890 OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900 Communications	655	657	100	655	-	-	891	-	-	359	3,317	3,946	(628)	32,000	32,950	32,950	-	29,633	10%
5920 TelecomInternet	-	-	-	703	-	-	2,113	711	711	-	4,238	4,506	(268)	-	4,000	4,000	-	(238)	106%
5930 PostageDelivery	-	649	(0)	-	-	-	1,979	(649)	-	-	1,979	3,815	(1,837)	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	4,630	73,159	79,079	(5,919)	216,765	220,694	218,194	(2,500)	145,035	34%
SUBTOTAL - Services & Operations	29,627	167,935	87,673	206,354	109,643	167,421	102,242	84,751	99,895	80,052	1,135,594	1,158,686	(23,092)	2,451,260	2,523,779	2,503,679	(20,100)	1,368,084	45%

April 2019 Monthly Update Actuals through April 30, 2019)	Year To Date														Annual Budget					
MSA MERF	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr 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
Capital Outlay & Depreciation																			
6100 Site Imp (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400 EquipFixed	-	-	-	10,403	-	-	-	-	-	-	10,403	10,761	(358)	-	11,000	11,000	-	597	95%
6900 Depreciation	-	-	-	172	-	-	-	-	-	-	172	378	(206)	515	515	515	-	343	33%
SUBTOTAL - Cap Outlay & Dep.	-	-	-	10,575	-	-	-	-	-	-	10,575	11,139	(564)	515	11,515	11,515	-	940	92%
Other Outflows																			
7299 Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438 InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	253,328	388,081	397,794	484,954	400,705	438,992	403,939	338,956	353,531	413,302	3,873,581	3,907,954	(34,373)	5,808,065	5,915,565	5,911,965	(3,600)	2,038,384	66%

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MERF	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr ACTUALS	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	475,054	368,643	1,389,372	1,177,066	1,490,509	1,609,067	1,677,474	1,186,585	1,434,345	1,587,343	1,627,544	1,598,307	1,569,070	
Revenue														
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	453,385	339,618	339,618	(135,616)	5,491,181
Total Revenue	158,541	1,409,427	134,556	759,283	519,146	507,281	(87,067)	586,598	506,412	453,385	339,618	339,618	(135,616)	5,491,181
Expenses														
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)	384,571
Classified Salaries	138,198	150,746	171,295	155,738	157,569	158,281	159,536	155,059	156,315	160,148	157,174	157,174	219,654	2,096,888
Benefits	38,690	73,406	36,124	59,281	39,320	50,247	154,447	49,977	53,453	58,096	53,842	53,842	49,028	769,753
Books and Supplies	-	1,790	54,489	5,628	46,793	15,664	(59,666)	1,789	(3,511)	67,627	21,968	21,968	(39,697)	134,842
Services and Operations	29,627	167,935	87,673	206,354	109,643	167,421	102,242	84,751	99,895	80,052	88,233	88,233	1,168,528	2,480,587
Depreciation / Cap Outlay	-	-	-	10,575	-	-	-	-	-	-	376	376	(376)	10,951
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	253,328	388,081	397,794	484,954	400,705	438,992	403,939	338,956	353,531	413,302	368,972	368,972	1,266,066	5,877,592
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals			-	-	-	-	-	-	-	-	-	-		-
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		-
Other Assets/Accrual Adj			-	-	-	-	-	-	-	-	-	-		-
Fixed Assets			-	171	118	118	118	118	118	118	118	118		1,111
Due To (From)			-	-	-	-	-	-	-	-	-	-		-
Expenses - Prior Year Accruals	(11,625)	(617)	-	-	-	-	-	-	-	-	-	-		(12,242)
Accounts Payable - Current Year	-	-	50,931	38,944	-	-	-	-	-	-	-	-		89,875
Summer Holdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		-
Total Other Transactions	(11,625)	(617)	50,931	39,115	118	118	118	118	118	118	118	118		78,744
Total Change in Cash	(106,411)	1,020,730	(212,307)	313,443	118,558	68,406	(490,889)	247,760	152,998	40,201	(29,237)	(29,237)		(307,667)

| ENDING CASH | 368,643 | 1,389,372 | 1,177,066 | 1,490,509 | 1,609,067 | 1,677,474 | 1,186,585 | 1,434,345 | 1,587,343 | 1,627,544 | 1,598,307 | 1,569,070 | <<< = 97 days cash |
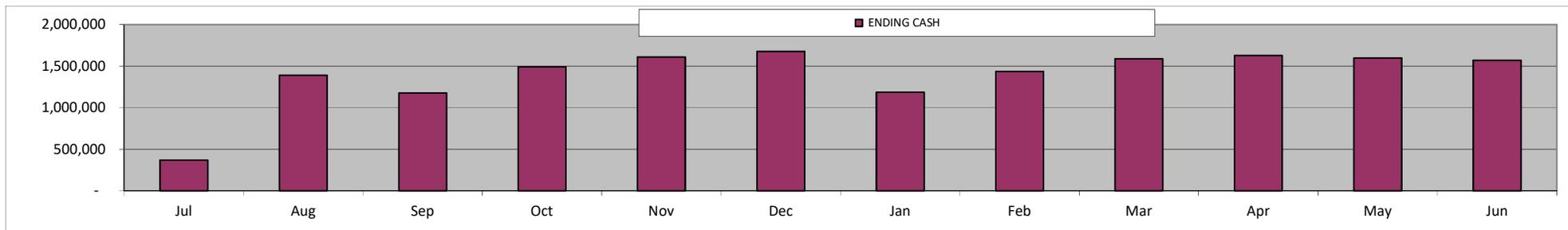
QUESTIONS & COMMENTS

Cover Sheet

Facilities Updates

Section: IV. Information/Discussion Items
Item: F. Facilities Updates
Purpose: Discuss
Submitted by:
Related Material: IV F Facilities Updates.pdf

MAGNOLIA
PUBLIC SCHOOLS

Board Agenda Item #:	IV F- Information Item
Date:	June 13, 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.

For all Prop 39 projects and CSFIG projects, the Facilities Department proposes to either hire an outside vendor or hire a project manager to monitor and assure compliance with prevailing wage requirements.

SCHOOL	UPDATES	NEXT STEPS
MSA-1	New High School Building Construction Update: ▪ Ad Hoc/Facilities committee at June 3, 2019 meeting approved change orders and the purchase of Furniture Fixtures & Equipment. Committee reports are attached as Exhibit A. ▪ Projected completion date is early August, which should still allow school to open on time. See Exhibit B for pictures of progress. ▪ A contingency plan to open at the Bridge Bible Fellowship is in the works. A lease amendment extending the lease at Amigo campus will be drafted and presented to	New High School Building Construction: ▪ Continue with construction activities
	Other: ▪ Facilities Department prepared and submitted an SB740 application by the deadline.	

April 11, 2019
Page 2

MAGNOLIA
PUBLIC SCHOOLS

SCHOOL	UPDATES	NEXT STEPS
	Prop 39 Energy Efficiency Grant (**$255,528.00**): ▪ The contracts for the Prop 39 energy efficient upgrades – HVAC, lighting, and Plugload management have been approved by the Ad Hoc Committee and the final pieces of said contracts – insurance and prevailing wage attachments—are being incorporated. ▪ The LED lighting work has been completed.	Prop 39 Energy Efficiency Grant: ▪ Move forward with other improvements.
MSA-2	Campus Improvements: ▪ Facilities Dept validating budget for LAUSD; presently awaiting revised budget from Williams Scotsman. ▪ Ad Hoc Committee at June 3, 2019 meeting approved fence relocation and installation of voice and video at front gate with all work to be done by LAUSD ▪ Classroom cameras installed	Campus Improvements: ▪ Follow up with Williams Scotsman to finalize budget for presentation to LAUSD
	Prop 39 Energy Efficiency Grant (**$228,414.50**): ▪ LAUSD approved HVAC and LED lighting upgrade project ▪ HVAC project was previously approved ▪ Ad Hoc / Facility Committee approved LED lighting upgrade project. See attached Exhibit A for project report.	Prop 39 Energy Efficiency Grant: ▪ HVAC and LED Lighting Projects will move forward with installation during summer
MSA-3	Prop 39 Co-location: ▪ MSA-3 to negotiate with LAUSD principal for additional space ▪ Search for private site continues.	Prop 39 Co-location: ▪ Seeking additional classrooms from LAUSD ▪ Continue with site search
	Prop 39 Energy Efficiency Grant (**$247,000**): ▪ MSA-3 is eligible for energy efficiency upgrades totaling (Lighting, HVAC, Plugload) ▪ Plugload management contract was approved. ▪ Bids have been received for lighting and HVAC (within budget) ▪ Contracts will be signed with contractual "out" in the event LAUSD does not approve project	Prop 39 Energy Efficiency Grant: ▪ Project still requires approval by LAUSD; pursuing approval
MSA-4	Prop 39 Co-location: ▪ MSA-4 principal to reach out to LAUSD principal about additional space. ▪ Search for private site continues.	Prop 39 Co-location: ▪ Seeking additional classrooms from LAUSD ▪ Continue with site search and strategize for future move

250 E. 1ˢᵗ Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org
190613 - MERF - Cover Sheet for Facilities Updates.docx

April 11, 2019
Page 3

MAGNOLIA
PUBLIC SCHOOLS

SCHOOL	UPDATES	NEXT STEPS
	Prop 39 Energy Efficiency Grant (**$231,070**): ▪ Bids have been received for lighting and HVAC (within budget) ▪ Contracts will be signed with contractual "out" in the event LAUSD does not approve project	Prop 39 Energy Efficiency Grant: ▪ Project still requires approval by LAUSD; pursuing LAUSD approval ▪ Balance of contracts to be presented to Ad Hoc Committee for approval
MSA-5	Prop 39 Co-location: ▪ MSA-5 principal to reach out to LAUSD principal about additional space	Prop 39 Co-location: ▪ MSA-5 principal will reach out to LAUSD principal to secure additional space
	Prop 39 Energy Efficiency Grant (**$234,833**): ▪ Tying the new CDS code to this school so that the Prop 39 projects can proceed has been completed ▪ Contracts will be signed with contractual "out" in the event LAUSD does not approve project	Prop 39 Energy Efficiency Grant: ▪ Project still requires approval by LAUSD; pursuing approval
MSA-6	Lease ▪ Church has engaged a law firm to negotiate a lease. Prior year to year leases were one page documents.	Lease ▪ MPS and MSA-6 staff to negotiate lease; no change, still in process
	Prop 39 Energy Efficiency Grant (**$58,836.53**): ▪ Contracts for lighting retrofit and solar installation have been approved	Prop 39 Energy Efficiency Grant: ▪ Installations will be scheduled upon landlord and tenant reaching a resolution on a lease
	Other: ▪ Facilities Department prepared and submitted an SB740 application by the deadline.	
MSA-7	Prop 39 Energy Efficiency Grant (**$238,410.00**): ▪ New HVAC installation was completed ▪ Balance of Prop 39 EEG are lighting upgrade, cool roof, and Plug Load Management ▪ Cool roof contract approved and will be installed over spring break	Prop 39 Energy Efficiency Grant: ▪ Review lighting and plug load management contracts to make sure all components are integrated into contract

April 11, 2019
Page 4

MAGNOLIA
PUBLIC SCHOOLS

SCHOOL	UPDATES	NEXT STEPS
	Other Capital Improvements ▪ *Playground* – Contract and award of contract for installation of new playground surfacing approved by Ad Hoc Committee at June 3, 2019 meeting ▪ *Restrooms* – Evaluating two (2) contractors for work; need to negotiate scope of work in light of remaining CSFIG funds	Other Capital Improvements: ▪ Schedule work
	Other: ▪ Facilities Department prepared and submitted an SB740 application by the deadline.	
MSA-8	Prop 39 Energy Efficiency Grant (**$232,428.36**): ▪ Despite successful mid-February site meeting with LAUSD, no further update from LAUSD provided ▪ Contracts will be signed with contractual "out" in the event LAUSD does not approve project	Prop 39 Energy Efficiency Grant: ▪ Continue follow up with LAUSD
MSA-SAN DIEGO	Close Out: ▪ Final pieces of close out in motion – installation of assistive listening devices and ADA signage fixes complete ▪ Need to schedule "handyman" to visit campus to make final fixes noted by Certified Access Specialist	Close Out: ▪ Fix ADA signage issues ▪ Get Inspector of Record ("IOR") sign-off
	Prop 39 Energy Efficiency Grant: ▪ Energy Commission denied appeal; Prop 39 funds must be returned to the State	Prop 39 Energy Efficiency Grant: ▪ Research other opprotunities for upgrades
MSA-SANTA ANA	There are some warranty issues that need to be addressed by the general contractor.	In process.

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

190613 - MERF - Cover Sheet for Facilities Updates.docx

April 11, 2019
Page 5

MAGNOLIA
PUBLIC SCHOOLS

Exhibit A

Ad Hoc Committee Reports

250 E. 1ˢᵗ Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

190613 - MERF - Cover Sheet for Facilities Updates.docx

Exhibit A
to
June 13, 2019
Facilities Update

![Magnolia Public Schools logo]

MAGNOLIA
PUBLIC SCHOOLS
REVISED

Ad Hoc Committee Agenda Item #:	III.A.—Action Item
Date:	June 3, 2019
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Ad Hoc Committee (the "**Committee**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	MSA-1 Change Order Requests 6 and 7

I.   Proposed Recommendation(s)

Staff recommends and moves that the Ad Hoc Committee approve change orders 6 and 7 presented by Oltmans Construction Co. ("**Oltmans**") for the new construction project for the benefit of MSA-1 at 18220 Sherman Way (the "**Project**").

II.   Background

At the April 11, 2019 Meeting of the Board of Directors of MPS (the "**Board**"), the Board granted to the Ad Hoc Committee the authority to approve change order requests submitted for the Project. Oltmans was selected as the general contractor for the construction of the Project. Oltmans has submitted change orders 6 and 7 for approval. The total for change orders 6 and 7 is ~~**$125,668.94**~~ **$120,923.94**.

III.   Change Order No. 6

Change order no. 6 consists of change order requests (referred to as "**PCIs**" by Oltmans) 24, 25, and 26. Change order requests ("**COR**s") 24, 25, and 26 cover weather remediation work undertaken by Oltmans in response to the rains experienced in Los Angeles from November 2018 through and including February 2019. The work was self-performed by a division of Oltmans, "Oltmans Wall". Summary information from the CORs is set forth below for ease of reference and review. Each COR provides a detailed listing of the number of workers and of the number of hours worked by the crews performing the work. Staff has reviewed the CORs and found them to be fair and reasonable and accurate descriptions of the work performed based on Staff observations and communications from Oltmans. A copy of Change Order 6 is attached as Exhibit A. *These change orders are appropriate under the Oltmans contract as they were exclusions in the scope of work. Because the basis of the Oltmans's contract is a cost plus with a guaranteed maximum price, whether an allowance had been carried for weather mitigation measures or billed at the end*

---

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

*of the mitigation activity, like here, the result would have been the same. The total cost of change order number 6 is **$87,059**.*

A.   COR/PCI 24

Dates of work: 11/27/18, 11/28/18, 11/29/18, 11/30/18, 12/5/18, 12/6/18, 12/7/18, 12/8/18 and 12/10/18 [9 days]

Amount: The total amount of COR is **$26,943** inclusive for labor and materials.

Scope of work: includes prepping the site and building for rain, installing plastic protection; rain observation and clean-up and removal of plastic upon the cessation of rain.

B.   COR/PCI 25

Dates of work: 1/5/19, 1/6/19, 1/7/19, 1/8/19, 1/14/19, 1/21/19 [6 days]

Amount: The total amount of COR is **$33,125** inclusive for labor and materials.

Scope of work: includes installation of protection at south property line with neighbor, including build temp protection, build handrail, install sandbag and berm and cover; sweep and pump water off jobsite to avoid water damage

C.   COR/PCI 26

Dates of work: 1/31/19, 2/1/19, 2/4/19, 2/5/19, 2/6/19, 2/11/19, 2/13/19, 2/14/19, 2/15/19, 2/18/19 [10 days]

Amount: The total amount of COR is **$26,991** inclusive for labor and materials.

Scope of work: monitoring rain, checking that everything in the building is protected, pumping water from the parking lot and by neighbor fences as requested by MPS and sweep water off of building.

IV.   Change Order No. 7

Change order no. 7 consists of CORs/PCIs 28, 29, 31, 32, ~~33, and~~ 34 **and 35 and the total cost is $33,864.94**. Each COR/PCI is explained below. Change order no. 7 with all associated CORs/PCIs is attached as Exhibit B.

A.   PCI 28

This COR was deductive in the amount of **$20,288.06**. MPS accepted the change order request which changed the drywall finish from a level 5 to a level 4. In a few locations a level 5 finish was retained.

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

B.   PCI 29

This COR is additive in the amount of **4,910** and substitutes Fibermesh for standard wire mesh on the roof deck. A credit for the substation in the amount of $6,995 was received. The Fibermesh product is a superior product to simple wire mesh. In order to provide a sound roof deck this project was recommended for among other reasons its superior durability and impact, shatter and abrasion resistance.

C.   PCI 31

This COR is additive in the amount of **$5,907**. In order to provide power to the parking lot to the rear of the new building LADWP requires that MPS install a new power pole. This is an LADWP requirement in order to provide power to the parking lot.

D.   PCI 32

This COR is additive in the amount of **$30,001** and tracks the changes issued in Bulletins 4 and 5 and additional RFIs 50, 52, 78, and 147. *A "bulletin" in architectural terms is used to issue changes AFTER bid proposals are submitted by the bidding contractors, and probably AFTER the contract is signed between the owner and the successful bidder. Revisions issued via a Bulletin may have cost impact.* In this case, the changes are associated with the roof redesign although there are three that are not related to the roof, namely: substituting wall mounted lights for lights on poles, a fire extinguisher model number change and a credit for doors and frames. As a reminder, the roof and outdoor deck were redesigned to provide greater resistance from water infiltration. The Board previously approved a water proof coating. See attached Exhibit C. The purpose of the changes in bulletins 4 and 5 are to provide a more robust system to prevent water infiltration and meet the requirements to preserve the warranty for the roof.

E.   PCI 34

This COR is additive in the amount of **$11,340**. This change order adds an emergency gas shut-off valve in chemistry lab room 201. The shut off valve is required by the City Inspector.

F.   PCI 35

This COR is additive in the amount of ~~$1,840~~ **$1,995.** This change order arises because a drain pipe shaft was eliminated in bio lab room 202. As a consequence the millwork needs to be extended. See attached Exhibit D.

V.   Budget Impacts

The total cost of Change Orders 6 and 7 is ~~$125,668.94~~ **$120,923.94** which will be paid from the contingency carried for the Project. The present contingency budget balance is approximately ~~$381,731~~ **$381,886**. Therefore, these change orders collectively would reduce the contingency to approximately ~~$294,673~~ **$260,962**. The current Project Budget is as follows:

190603 - Ad Hoc Committee - Cover Sheet for MSA-1 Change Order Requests 6 and 7 [REVISED].docx

MAGNOLIA
PUBLIC SCHOOLS

	TOTAL PROJECT BUDGET				
CATEGORIES	14-Feb-19	21-Mar-19	21-May-19	PAID TO DATE	REMAINING TO BE PAID
Acquisition Costs	3,832,260	3,832,260	3,832,260	3,832,260	-
Hard Costs	8,527,158	8,527,158	8,749,316	3,489,837	5,225,769
Soft Costs	950,078	950,241	955,012	820,800	134,212
Financing Costs	55,000	57,395	57,395	37,395	20,000
Management Costs	333,312	333,312	333,312	333,312	-
Contingencies	490,450	487,892	**260,962**[1][2]	-	**260,962**
	14,188,258	14,188,258	14,188,258	8,448,167	5,740,091

Notes:

(1) Takes into account previously approved change orders and change orders 6 and 7.

(2) Does not take into account cost savings of approximately $100,000 expected to be realized from

    FF&E line item or possible savings from Low Voltage allowance of $220,000.

Exhibits (attachments):

A.　　Oltmans Change Order 6

B.　　Oltmans Change Order 7

C.　　Board Approval of Roof Deck Coating at March 12, 2019 Meeting

D.　　Elevation of Bio Lab Room 202 Showing Elimination of Pipe and Extension of Millwork

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

190603 - Ad Hoc Committee - Cover Sheet for MSA-1 Change Order Requests 6 and 7 [REVISED].docx

Ad Hoc Committee Agenda Item #:	III B- Action Item
Date:	June 3, 2019
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Ad Hoc Committee (the "**Committee**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	MSA-1 Furniture Fixtures & Equipment Procurement

I.   Proposed Recommendation(s)

Staff recommends that the Ad Hoc Committee approve Hertz Furniture ("**Hertz**") as the vendor to provide furniture fixtures and equipment ("**FF&E**") for the new building being constructed at 18220 Sherman Way for the benefit of MSA-1 (the "**Project**") and award a contract for the purchase of the FF&E to Hertz.

II.   Background

A.   Authority

At the April 11, 2019 Meeting of the Board of Directors of MPS (the "**Board**"), the Board granted to the Ad Hoc Committee the authority to approve the purchase of FF&E for the Project.

B.   Procurement

MPS Staff published an RFP for the FF&E procurement on April 24, 2019 including posting it on the MPS and MSA-1 websites and forwarding the RFP to four (4) specific vendors. Addenda #s 1, 2 and 3 were subsequently published and provided to vendors. The RFP and the addenda are attached as Exhibit A. Four (4) bids were received by the deadline.

C.   Review of Bids

A selection committee consisting of MPS staff reviewed the bids in detail to confirm responsiveness and to confirm that no information was missing. Clarifications were sought from the vendors. Upon a careful review of the bids, the selection committee recommend that the bid from Hertz Furniture be accepted and Hertz be award the contract for the provision of the FF&E.

---

250 E. 1ˢᵗ Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

D. Contract

MPS Staff is in the process of developing a contract to be used for the procurement. MPS Staff expects to use AIA Document A151™–2019 which is a stand-alone agreement and is intended for situations where a vendor will provide a large amount, or perhaps even all, of the furnishings, furniture, and equipment (FF&E) for a project, such as here. A template contract is attached as Exhibit C. "AIA" stands for the American Institute of Architects. AIA publishes a suite of template contracts that are widely used in the design and construction industry. A151 is an agreement for the sale of goods and is governed by the law of the place where the Project is located, including the jurisdiction's Uniform Commercial Code as adopted. In A151, the Vendor not only sells and delivers FF&E, it also is responsible for incidental onsite Work such as placing, assembling, and installing the FF&E. A151 includes Vendor insurance requirements and requires the Vendor to coordinate its Work with the work of others on the Project. The Owner is required to provide the Vendor with access to the Project, storage space, and areas to perform the Work.

In the event that Hertz is not amenable to the aforementioned contract, MPS Staff will negotiate a contract that provides substantially similar protections to MPS.

III. Budget Impacts

The Project budget carries a line item of **$325,000** for FF&E. The total bid amount from Hertz is approximately **$216,000**. See Exhibit B. MPS staff therefore expects a savings of **$109,000** that will be transferred to and carried under contingency until completion of the Project. MPS Staff will also look into the prospect of financing the FF&E purchase in order to conserve cash. In the event, MPS Staff believes it would in the best interests of MSA-1 and MPS to finance such purchase and such financing is allowable under MPS and MSA-1's various loan covenants, MPS Staff will return to the Committee to make a recommendation for financing.

Exhibits (attachments):
A.   RFP
B.   Hertz Furniture Bid
C.   Form of Contract -- AIA Document A151™–2019

190523- Ad Hoc Committee - Cover Sheet for MSA-1 Furniture Fixtures and Equipment Procurement.docx

Ad Hoc Committee Agenda Item #:	III C – Action Item
Date:	June 3, 2019
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Ad Hoc Committee (the "**Committee**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	MSA-7 – Play Surface Replacement

I.   Proposed Recommendation(s)

Staff recommends that the Ad Hoc Committee approve the replacement of the play surfaces at Magnolia Science Academy 7 Northridge (the "**Project**") and that Great Western Recreation be awarded the contract for said scope of work.

II.   Background

MSA7 at 18355 Roscoe Boulevard in Northridge leases space from a Lutheran Church that previously housed a private school run by the church. The facilities, including the playground, are quite old. The playground consists of two large play areas filled with sand. See pictures attached as Exhibit A. MSA7 and its stakeholders – teachers, staff, parents – have expressed a desire to replace the sand filled areas with more modern play surfaces.

MSA7 is the recipient of a Charter School Facility Incentive Grant ("**CSFIG**"). The total CSFIG is **$414,975**. It previously spent a portion of its grant, approximately **$148,562.90**, to repair the pavement at its facilities. MSA7 would now like to spend a portion of its remaining grant on the Project. **$266,412.10** of the CSFIG remains. Assuming a budget of **$125,000** for the Project (the bid price plus a contingency), approximately **$141,412** would remain to complete another capital improvement project – the creation of another staff restroom and the refurbishment of a bank of student restrooms.

III.   Procurement Process

An RFP was issued to multiple contractors producers and installers of play surfacing. See Exhibit B attached hereto. Staff received bids from three (3) companies. After a review of the bids, the selection committee decided to interview two (2) bidders. Such interviews occurred on April 24th at the MSA-7 campus.

Base on the bids received and the interviews conducted, the selection committee recommends approval of the award of the contract for the Project to Great Western Resources. The bid received is for **$100,851.10**. A copy of the bid is attached as Exhibit C.

A draft copy of the proposed contract with Great Western Resources is attached as Exhibit D. Staff will negotiate the final form of the contract to conform to the requirements of the CSFIG program.

IV.   Budget Impacts

The Project will be paid for with CSFIG funds. CSFIG funds must be spent on or before August 31, 2019.

Exhibits (attachments):

A.   Site Pictures

B.   RFP

C.   Great Western Bid

D.   Draft Contract

![Magnolia Public Schools logo]

Ad Hoc Committee Agenda Item #:	Item III D- Action Item
Date:	June 3, 2019
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Ad Hoc Committee (the "**Committee**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	MSA-2 – Fence and Gate Replacement Capital Improvement Project

I.   Proposed Recommendation(s)

Staff recommends that the Ad Hoc Committee approve a capital improvement project at Magnolia Science Academy 2 ("**MSA-2**") consisting of the installation of a new gate at the entrance of the campus and the removal and repositioning of a fence along MSA-2's southerly boarder (the "**Project**") all to be done at a cost of FORTY THREE THOUSAND EIGHT HUNDRED NINETEEN DOLLARS (**$43,819**) by Los Angeles Unified School District ("**LAUSD**"), the owner of the property at which MSA-2 is co-located. Staff further recommends that the Ad Hoc Committee approve a contingency of FIVE THOUSAND DOLLARS (**$5,000**) for the Project in the event there are unforeseen conditions that increase the cost.

II.   Background

MSA-2 with an address of 17125 Victory Blvd, Van Nuys is co-located on the Birmingham Community Charter High School campus owned by LAUSD. For safety reasons, MSA-2 desires to make two (2) capital improvements to its campus. First, MSA-2 desires to replace the existing gate manual gate with one with a telecom system so that visitors will not be able to access the campus until they are approved and "buzzed" in. MSA-2 presently pays someone to physically man the gate. If it has a gate with a camera on it, it will save on labor costs. The telecom system will have a camera to allow the front desk to see who is at the gate. Second, MSA-2 desires to follow the recommendations of a recent traffic study and remove and replace the chain link fence along its southerly border. The existing chain link fence extends onto the immediately adjacent sidewalk making it impossible for anyone endeavoring to use that sidewalk as a path of travel. Consequently anyone wishing to walk along the southerly side of the campus, perhaps from the gate at the southwest corner of the campus is forced to walk along a street. See diagram attached as Exhibit A.

LAUSD's quote to provide the work to remove and replace the existing gate is **$31,002.14**. See Exhibit B. Its quote to remove and re-position the fence along the southerly border is **$12,816.80**. See Exhibit C. The total for both quotes is **$43,819**. MPS Staff believes it would be prudent to set aside a contingency of $5,000 for unforeseen expenses. MPS Staff will confirm that the numbers quoted by LAUSD are still good and that they do not foresee any other expenses. In such event, the project will be brought back to the Committee for further review and approval.

III.   Budget Impacts

MSA-2 proposes to pay for the Project with money from its long term reserves. Such proposed use, including the contingency, will reduce its 2018-19 Second Interim projected long term reserves from $793,675 to $744 856.

Exhibits (attachments):

A.   Site Diagrams

B.   LAUSD Work Order for Gate

C.   LAUSD Work Order for Fence

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

Ad Hoc Committee - Cover Sheet for MSA-2 Fence and Gate Replacement (1).docx

Ad Hoc Committee Agenda Item #:	III E – Action Item
Date:	June 3, 2019
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Ad Hoc Committee (the "**Committee**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	MSA-2 – Prop 39 Energy Efficiency Grant Lighting Upgrade

I.   Proposed Recommendation(s)

Staff recommends that the Ad Hoc Committee approve the lighting upgrade project (the "**Project**") at Magnolia Science Academy 2 ("**MSA-2**") at a cost of Twenty Thousand Four Hundred Seventy Two Dollars (**$20,472**) to be paid for with the school's Prop 39 award from the State of California Energy Commission and that ReGreen, Inc. be awarded the contract for said scope of work.

II.   Background

MPS applied for and received grants for its schools under the California Clean Energy Jobs Act ("**Prop 39**"), a state program providing funding to local educational agencies for improving energy efficiency and creating clean energy jobs. Under Prop 39, all MPS schools except for MSA-Santa Ana received funding. According to Prop 39 rules and regulations, Prop 39 projects must be under contract (aka encumbered) by June 30, 2019. Otherwise, such Prop 39 funds which have already been received must be returned to the State of California. MPS signed an agreement with First Note Finance, inc. ("**FNF**") to manage MPS's Prop 39 projects. FNF performs site walks, issues RFPs and together with MPS Staff selects a contractor for each scope of work.

MSA-2's total Prop 39 award is **$228,414.50**. Of such amount, approximately **$210,368.40** is encumbered to replace HVAC units at the campus and approximately **$4,500** is encumbered to implement plugload management measures. The cost for the LED lighting replacement scope of work would cause a deficit of approximately **$13,547**. MPS Staff will work with FNF to reduce the scope of work on the HVAC unit replacement in order to make the overall MSA-2 Prop 39 projects collectively cost neutral.

II E MSA-2 Lighting Project.docx

MAGNOLIA
PUBLIC SCHOOLS

III.   Procurement Process

An RFP was issued by FNF to multiple vendors. A comparison of the various bids received is attached as Exhibit A.

A draft copy of the proposed contract with ReGreen Inc. is attached as Exhibit B. Staff will negotiate the final form of the contract to conform to the requirements of the CSFIG program and to insure that all pertinent attachments, such as prevailing wage sheets and a certificate of insurance, are included.

IV.   Project Description

The scope of work, as stated in the draft contract, is described as follows:

CONTRACTOR shall perform a comprehensive, turnkey, LED Lighting Retrofit for all lighting fixtures, both Interior and Exterior, including all equipment and materials, installation labor, 19 occupancy sensors, permitting, securing LADWP rebates, customer acceptance, and warranty. CONTRACTOR shall perform its own site survey and provide Owner with a scope and price proposal prior to executing this contract. The site survey shall be of sufficient detail to capture in advance any potential change orders, including but not limited to emergency lighting, battery backups, product compatibility with compact fluorescent ballasts, occupancy sensor integration, and/or product voltage compatibility.

V.   Budget Impacts

The Project will be funded out of budgeted Prop 39 grant.

Exhibits (attachments):
A.   Bid Comparison
B.   Draft Contract

250 E. 1st Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

II E MSA-2 Lighting Project.docx

April 11, 2019
Page 6

MAGNOLIA
PUBLIC SCHOOLS

Exhibit B

Pictures of Current Construction Progress

190613 - MERF - Cover Sheet for Facilities Updates.docx

April 11, 2019
Page 7

![Magnolia Public Schools logo]
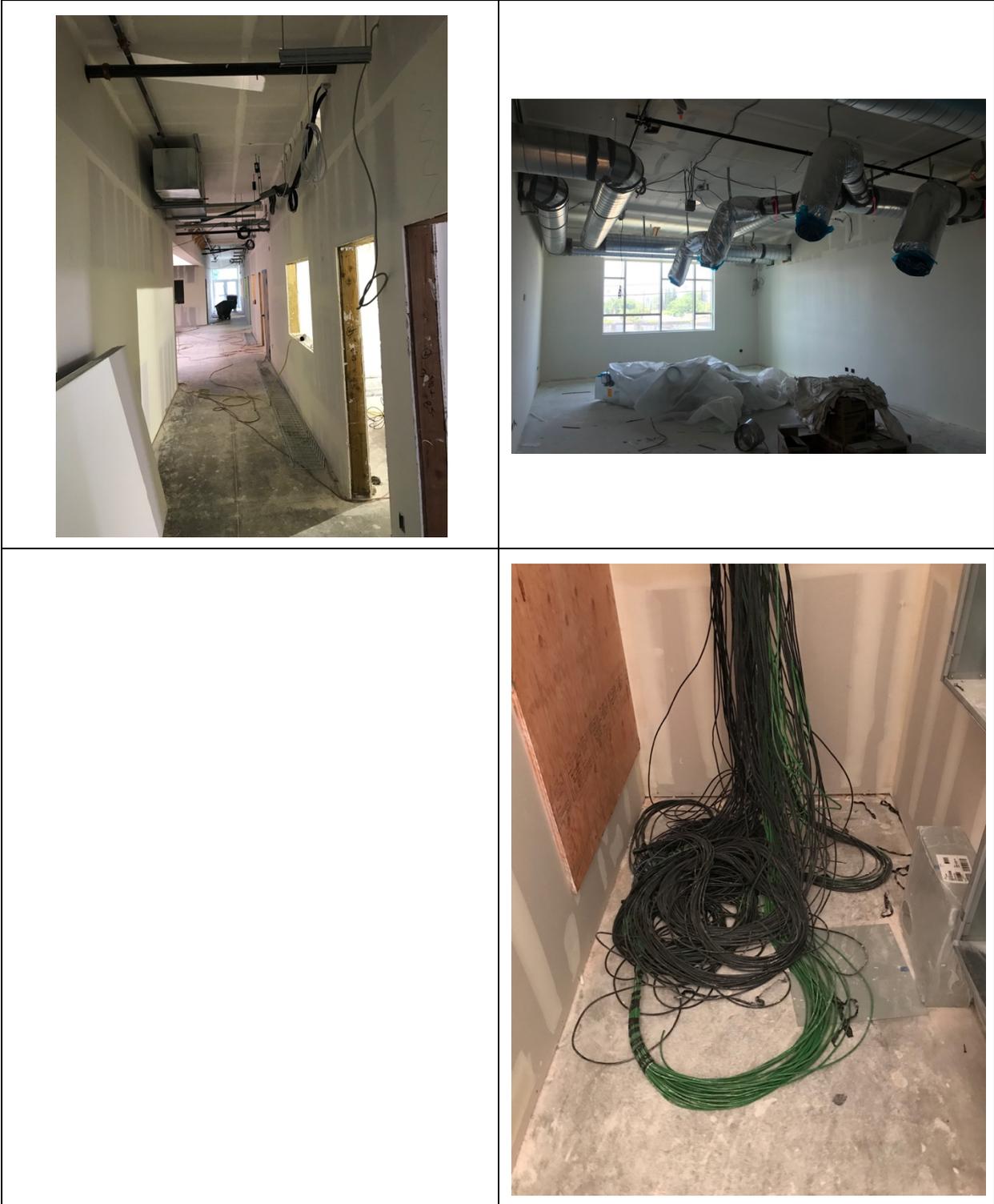
Cover Sheet

Approval of 2019-20 Employee Handbook

Section: VI. Additional Action Items
Item: A. Approval of 2019-20 Employee Handbook
Purpose: Vote
Submitted by:
Related Material: VI A Employee Handbook 2019-20.pdf

![Magnolia Public Schools logo]

Board Agenda Item #	Agenda # VI A- Action Item
Date:	06.13.2019
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, Director of HR & Suat Acar, COO
RE:	2019-20 MPS Employee Handbook

Proposed Board Motion

I move that MPS Board of Directors approve the proposed 2019-20 MPS Employee Handbook as presented.

Introduction

The MPS Home Office worked with the legal counsel YM&C for the past 3 months to revise the handbook to be compliant with respect to labor codes and regulations as well as serve the emerging needs of our employees.

Background

The first draft went to the personnel committee in May 2019. We continued working on the revised 2019-20 handbook and had many internal meetings as well as meetings with Legal Counsel to make sure of perfection. We made extensive changes to the visuals by switching to 1-pager format, adding more charts and more descriptions and more eligibility explanations to benefits and accruals.

Analysis (If applicable)

Below is the general summary of changes that we made to the 2018-19 handbook.

1. The existing 2018-19 Employee page format was designed to have 2 columns per each sheet (Please see appendix 2: MPS 2018-19 Employee Handbook). After checking other organizations' Handbooks, we decided remove 2 column style and switch to 1-column, 1-pager format. Please open up the appendix 1 and Appendix 2 to see and compare.

250 E. 1ˢᵗ Street Suite 1500, Los Angeles, CA 90012 | www.magnoliapublicschools.org

a. The improved the visual formatting and readability of the handbook.

b. A side effect of this change is the difficulty in following up the track changes between 2018-19 Handbook **(Appendix 2)** & proposed 2019-20 Employee Handbook **(Appendix 1).** We eliminated this by generating the "Employee Handbook Changes" worksheet to show all the changes line-by-line (Please see appendix 3)

2. All of the changes are listed in the **Appendix 3**. There are <u>67 line of changes</u> (or revision types) we sent to YM&C (The Legal Counsel we used to review the revised employee handbook). Please see the "TYPE of REVISION" column which defines what type of revision has been made to the 2018-19 handbook. There are three types of revisions: Add, change, delete. The "PAGE 18/19" column is the cross reference in the 2018-19 handbook and the "PAGE 19/20" column is the cross reference in the 2019-20 handbook. The word "GENERAL" in these columns refers to many similar default wording changes that took place throughout the 2019-20 handbook.

<u>Budget Implications</u>

- Amounts/ Funding Source:

<div align="center">SUMMARY</div>

With this proposed Employee Handbook MPS will give 48 hours of paid sick leave to the part time employees instead of 24. In addition, part time employees will not be eligible for floating holidays. The additional 24 hours added brings an additional budget need but the removed 2 floating days (i.e. 16 hours) will decrease this budget need. Per each pert timer schools will need to budget additional 8 hours in their budgets. Please see Appendix 7 chart 2.

The second major change is: This revised handbook brings substantial savings by strictly following which type of employees will be paid for which pay periods, which breaks and which holidays. Please see Chart 1 in Appendix 7. As seen in Appendix 7 Chart 1, the MPS sites will save $82,206.40. Also the revised 2019-20 handbook eliminated reduced working days (i.e. 5 hours a day instead of 8 hours in June and July) for all school sites and MERF Home Office classified full time employees & school leaders (during their agreement periods). There will be no more 5 hours of summer work days. With this, MPS schools and Home Office will have more

time to focus on perfection on completion of compliance items, focus more on improving student recruitment and school promotion strategies etc.

Overall, the net saving is shown in Chart 3 in Appendix 7 as $75,456.40. All schools net impact is positive accept MSA 4 with just $750 which we will adjust in the budget.

EXPLANATION ON THE APPENDIXES

The home office prepared the following appendixes to clearly show all the business days for Los Angeles Schools, Santa Ana site, the MERF Employees and MSA San Diego Employees:

- **Appendix 4:** Business Calendar 2019-2020 for MPS Los Angeles, Santa Ana, San Diego & MERF & Classified Employees & School Leaders. There are two separate calendars for MSA San Diego and all other MPS Sites due to MSA San Diego's following a different calendar. These calendars show all breaks and holidays for the 2019-20 fiscal year.
- **Appendix 5**: 2019-20 LA-SA-MERF Chart for Eligibility for paid breaks and Holidays for MPS LA, Santa Ana, San Diego & MERF & Classified Employees & School Leaders. There are two separate charts for MSA San Diego and all other MPS Sites due to MSA San Diego's following a different calendar.
- **Appendix 6:** 2018-19 LA-SA-MERF & MSA San Diego Chart for Eligibility for paid breaks and Holidays. There are two separate charts for MSA San Diego and all other MPS Sites due to MSA San Diego's following a different calendar. We added this current year's handbook analysis in order to show what changed in the 2019-20 handbook analytically. The appendix 5 and Appendix 6 statistics will be used in the Appendix 7 to show the savings in the 2019-20 handbook for all MPS Sites.
- **Appendix 7:** Savings with 2018-19 numbers if the 19-20 handbook was used. We wanted to show our Board an apple to apple analysis by using real time employee numbers utilizing the parameters of 2019-20 handbook. We hope our board will see how much more each site was going to spend if MPS continued with the existing 2018-19 structure.

To calculate the total savings in Appendix 7 we used the data in the Appendix 5. Here, we first looked at our HR system to define which employees will be eligible for which breaks and holidays. In the 2018-19 this issue was not clearly explained, therefore defining decision about who will be paid for which breaks/holidays was left to the discretion of the CEO until now. Also 11- month and 12-month employment agreements were not mentioned in the 2018-19 handbook,

which was making problems even more confusing to solve. Instead, in the proposed 2019-20 handbook we defined all paid breaks and holidays for all types of employees (full time hourly, part time hourly etc.) as well as 11 month or 12 month employees and their eligibilities. Another gray area was: Whether the hourly employees will be paid after the school ends. We clearly stated in the proposed handbook page 25 that

> "<u>Hourly employees will only be paid for the hours actually worked</u> unless accrued paid leave is used or during a paid holiday for eligible employees."

- CFO Review: No budget implications
- <mark>Legal Review: General</mark> Counsel, has reviewed the updated employee handbook revised by outside legal counsel at Young Minney & Corr ("YMC") and found it to be acceptable.

Exhibits (attachments):

Appendix 1: 2019-20 MPS EMPLOYEE HANDBOOK (Proposed)

Appendix 2: 2018-19 MPS Employee Handbook (Current one)

Appendix 3: Proposed Employee Handbook Changes

Appendix 4: Business Calendar 2019-2020 for MPS Los Angeles, Santa Ana, San Diego & MERF & Classified Employees & School Leaders

Appendix 5: 2019-20 LA-SA-MERF Chart for Eligibility for paid breaks and Holidays for MPS LA, Santa Ana, San Diego & MERF & Classified Employees & School Leaders.

Appendix 6: 2018-19 LA-SA-MERF & MSA San Diego Chart for Eligibility for paid breaks and Holidays.

Appendix 7:
- Savings with 2018-19 numbers if the 19-20 handbook was used: Chart 1
- Effect of adding 24 hours to part timers' paid sick leave minus removing the 2 floating holidays from their accruals. Chart 2
- Summary chart of savings: Chart 3

M a g n o l i a   P u b l i c   S c h o o l s

Employee
Handbook
2019-2020

Magnolia Public Schools

250 East 1st Street

STE. 1500

Los Angeles, CA 90012

213-628-3666

www.magnoliapublicschools.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the CEO, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. Only the CEO has the authority to make any such agreement and then only in writing.

Employee's Signature: _____   Date: _____

Please sign/date and upload to Human Capital Management System.

2

TABLE OF CONTENTS

3

4

5

Magnolia Public Schools

The Vision
Graduates of Magnolia Public Schools ("MPS") are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

The Mission
MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.

Core Values
MPS has identified the following core values which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities:

- *Excellence*
- *Innovation*
- *Connection*

Locations

Magnolia Science Academy-1	*18238 Sherman Way, Reseda, CA 91335*	*(818) 609-0507*
Magnolia Science Academy-2	*17125 Victory Blvd., Van Nuys, CA 91406*	*(818) 758-0300*
Magnolia Science Academy-3	*1254 East Helmick St., Carson, CA 90746*	*(310) 637-3806*
Magnolia Science Academy-4	*11330 W Graham Place, Los Angeles, CA 90064*	*(310) 473-2464*
Magnolia Science Academy-5	*18230 Kittridge St., Reseda, CA 91335*	*(818) 705-5676*
Magnolia Science Academy-6	*3754 Dunn Dr., Los Angeles, CA 90034*	*(310) 842-8555*
Magnolia Science Academy-7	*18355 Roscoe Blvd., Northridge, CA 91325*	*(818) 221-5328*
Magnolia Science Academy-8 (Bell)	*6411 Orchard Ave, Bell, CA 90201*	*(323) 826-3925*
Magnolia Science Academy-San Diego	*6525 Estrella Ave., San Diego, CA 92120*	*(619) 644-1300*
Magnolia Science Academy-Santa Ana	*2840 W 1st St., Santa Ana, CA 92703*	*(714) 479-0115*

6

INTRODUCTION

This Handbook summarizes the Magnolia Public Schools' (hereinafter referred to as "MPS" or "School") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook or not, please consult the **MPS Home Office ("MERF") Human Resources Department**.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only **the Chief Executive Officer ("CEO") of MPS**, with the express written approval of the Board of Directors, may alter the at-will employment status of any of its employees.

Once you have reviewed this Handbook, please e-sign the employee acknowledgement form **in the Human Resource Management System Employee Self Service Portal.** This signed acknowledgement demonstrates to the School that you have read, understand and agree to comply with the policies outlined in the Handbook.

7

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

MPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. MPS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. MPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

8

At-Will Employment

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

9

By acknowledging receipt of this Handbook, the employee acknowledges he/she is a child care custodian and is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Principal.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days prior to the date of hire. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

The employee will not be required to submit a new TB exam if the employee can produce a current certificate showing they were found free of infectious tuberculosis within sixty (60) days of initial hire, or a California school previously employing the employee verifies it has a current certificate on file showing that the employee is free from infectious tuberculosis. The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the MPS Purchase Policies & Procedures Manual while making their reimbursement requests. You may ask your supervisor for a copy of the MPS Purchase Policies & Procedures Manual.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School. Failure to maintain current TB test results may result in disciplinary action, up to and including release from at-will employment.

10

Immigration Compliance

MPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, MPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

If you have any questions or need more information on immigration compliance issues, please contact the Principal.

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment:
Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:
Examples of PERMITTED actions (NOT corporal punishment):
- ☐ Restraining a student from fighting with another student;
- ☐ Preventing a pupil from committing an act of vandalism;
- ☐ Defending yourself from physical injury or assault by a student;
- ☐ Forcing a pupil to give up a weapon or dangerous object;
- ☐ Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- ☐ Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

11

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues, including someone from my HR Department, were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

12

Unacceptable Staff/Student Behaviors (Violations of this Policy):
- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence).

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between the employee and the student;
- Stopping and correcting students if they cross the employees' personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators when in a difficult situation related to boundaries;
- Involving a supervisor if a conflict arises with a student;
- Informing the Superintendent about situations that have the potential to become more severe;

13

- ☐ Making detailed notes about an incident that could evolve into a more serious situation later;
- ☐ Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- ☐ Asking another staff member to be present if the employee will be alone with any type of special needs student;
- ☐ Asking another staff member to be present if the employee must be alone with a student after regular school hours;
- ☐ Giving students praise and recognition without touching them;
- ☐ Pats on the back, high fives and handshakes are acceptable;
- ☐ Keeping professional conduct a high priority;

Certification and Licensure of Instructional Staff

All teachers are required to hold a current California teaching credential, certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. MPS complies with all requirements of the authorizers regarding the certification and licensure of instructional staff. Paraprofessional staff may also be required to provide documentation proving that they meet the requirements for paraprofessional staff. It is the responsibility and a condition of continued employment for all instructional staff, including teachers and paraprofessionals to provide any necessary licensure to a **direct supervisor** no later than the close of business prior to the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to **his or her direct supervisor**. Staff who are required to possess state and federal certification, expertise, and related requirements must timely maintain such qualifications as a condition of employment at the School. Failure to maintain the appropriate credential/certification required of the position may result in disciplinary action, up to and including release from at-will employment.

Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. MPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity, gender expression, and gender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, discriminated, or retaliated against, based upon the characteristics noted above.

MPS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent

14

contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO) or the MERF Human Resources or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. MPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

MPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All employees will receive sexual harassment prevention training within six (6) weeks of hire. Additionally, all returning employees will receive sexual harassment prevention training on an annual basis, to be completed within six (6) weeks of the new school year. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful

15

harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal and/or MERF Human Resources. See **Appendix A** for the "Harassment / Discrimination / Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:

    o   Rape, sexual battery, molestation or attempts to commit these assaults and

    o   Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:

    o   Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

    o   Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

    o   Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

    o   Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

    o   Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

    o   Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

16

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

Whistleblower Policy

MPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug- and Alcohol-Free Workplace

MPS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other MPS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

17

All information relating to students, including personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

Relationships between Employees

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and avoid situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees should notify the School so that appropriate measures can be taken to prevent actual or perceived conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

Smoking

All School buildings and facilities are non-smoking facilities.

18

GENERAL WORKPLACE POLICIES

Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. Any act or threat of violence must be immediately reported to **the Principal (or MERF Human Resources)**.

Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by **the Principal** and is available for your review.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Any potential health or safety hazards and all injuries or accidents must be immediately reported to a supervisor.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

MPS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to **the Principal (or MERF Human Resources for MERF employees)**. Employee desks and offices should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify **the Principal (or MERF Human Resources for MERF employees)** when keys are missing or if security access codes or passes have been breached.

Occupational Safety

MPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, the employee should request assistance from a supervisor. Unsafe conditions must be reported immediately.

19

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

School Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. All School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee or employee permission. School property includes all desks, electronic devices, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School reserves the right to deny entry to School property to any person, including those who refuse to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter, or if it is conducted in areas where other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

Use of School Communication Equipment and Technology

20

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Employees should not use personal devices or email accounts for MPS-related communications. Such communications should only take place using MPS-issued devices and via the employee's MPS email account. **Employees are required to promptly respond to work emails and communications. Exempt employees must respond within 1 day, and nonexempt employees must respond within 1 business day.**

Additionally, the School uses technology protection measures that protect against internet access (by both minors and adults) to visual depictions that are obscene, pornographic, and/or harmful to minors. These measures may include, but are not limited to, using a spam filter, installing a blocking system to block specific internet sites, setting internet browsers to block access to adult sites, using a filtering system that will filter all internet traffic and report potential instances of misuse to the School.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide **the I.T. Coordinator** with all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify, or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright.

Employees are not permitted to use the School's communications equipment and technology to view content or images that are obscene, pornographic, and/or harmful to minors. The email system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs with little or no educational value may not be displayed or transmitted. The e-mail system and internet access are not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

21

Use of Personal Property

Employees are not encouraged to bring in personal property or materials for use in the School setting. If an employee has a personal property item he or she would like to bring in for School use, the employee must first gain approval by MPS. MPS will not be responsible or liable for the property item. The employee assumes all liability for any damage or injury caused by bringing in a personal property item. The employee may be subject to discipline for a violation of this policy. The School will not be liable for lost, stolen or damaged person property items, and such items are brought in at the employee's own risk.

Security Cameras on Campus

MPS has authorized the use of security cameras in public areas of MSA-2, including in and around School buildings and on School property. The purpose of this program is to promote and maintain a safe, secure, and healthy environment for students and staff.

Private areas of campus, such as private employee offices, restrooms, and locker rooms will not be subject to security camera recording. Additionally, MPS will post signage indicating the areas of campus where security cameras are in use.

Security cameras will not be used to record audio or live footage, and footage will be kept private and destroyed after thirty (30) days, unless the preservation of the footage is otherwise needed. While MPS will not use the security camera footage to evaluate employee performance, it may be used by MPS or law enforcement in cases of suspected illegal or inappropriate conduct. In such cases, MPS cannot guarantee that security camera footage will be kept private.

Employees are prohibited from tampering with the MPS's security cameras, systems, and/or footage. "Tampering" includes any unauthorized use, access, or physical damage, or any attempt to interfere, block or prevent the security camera from recording footage. Any employee found to have tampered with MPS security monitoring system may be disciplined, up to and including termination, and they may also be liable for any damage to the system.

Social Media

If an employee decides to post information on the Internet (i.e., blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Employees may not use or post images of students or student information or work;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential information maintained by the School;

22

☐ Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;

☐ Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings are disruptive to the School or violate this or other School policies.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep **the Principal (or MERF Human Resources for MERF employees)** advised of changes that should be reflected in their personnel file by making the changes in the Human Capital Management System Employee Self Service Portal. Such changes include: change in name, address, telephone number, personal information if required for insurance purposes (e.g., marital/domestic partnership status, number of dependents) and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. MPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to **the Principal (or MERF Human Resources for MERF employees)**. Only **the Principal and MERF Human Resources** or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Intellectual Property Rights

Any intellectual property, such as trademarks, copyrights and patents, and any work created by an employee in the course of employment at the School shall be the property of the School and deemed a work made for hire and the employee is deemed to have waived all rights in favor of the School. Work, for the purpose of this policy refers to written, creative or media work. All source material used in presentation or written documents must acknowledged the author or owner.

Media Contacts

All media inquiries regarding the School and its operations must be referred to the **CEO**. Only the **CEO** is authorized to make or approve public statements pertaining to the School or its operations, although, public employees do not lose the right to speak on matters of public importance. No employee, unless specifically designated by the **CEO**, is authorized to make statements to the media on behalf of the

23

School. Any employee who would like to write and/or publish an article, paper, or other publication on behalf of the School must obtain approval from the **CEO** before publication.

HOURS OF WORK, OVERTIME AND ATTENDANCE

Employee Classifications

An employee's salary and benefits depends on a wide range of factors, including base scale, qualifications, additional duties, and performance. Employees who have any questions about their salary, should speak to the Principal or the Human Resources Department for more details.

Classification Type	Definition	Eligible Benefits
Full-Time Salaried	Employed on a regularly scheduled **30+ hours per week** basis for a non-specified period.	- STRS/PERS/401K Retirement Plan - Personal Necessity/Sick Leave/Floating Holiday - 100% Health Benefits Coverage (including family members) - Life insurance Plan - Vacation Hours (12-months employees only) - Tuition Reimbursement Program
Full-Time Hourly	Employed on a regularly scheduled **30+ hours per week** basis for a non-specified period.	- STRS/PERS/401K Retirement Plan - Personal Necessity/Sick Leave Hours/Floating Holiday - 100% Health Benefits Coverage (including family members) - Life insurance Plan - Vacation Hours (12-months employees only) - Tuition Reimbursement
Part-Time Hourly	Employed on a regularly scheduled basis of **20.00 to 29.99 hours per week** for a non-specified time.	- STRS/PERS/401K Retirement Plan - Sick Leave
Part-Time Hourly	Employed on a regularly scheduled basis of **19.99 or less hours per week** for a non-specified time.	- Sick Leave - Not eligible for any other benefits
Temporary/Seasonal Full-Time	Employed on a regularly scheduled basis of **30+ hour per workweek for a finite period of time** (though they are still at-will employees).	- Sick Leave - Some full-time temporary and seasonal employees may also be eligible for employer-sponsored health benefits, as required by law.
Temporary/Seasonal Part-Time	Employed on a regularly scheduled basis of **29 or less hours per week for a finite period of time** (though	- While this position may be eligible for Sick Leave, it is not eligible for any benefits.

24

	they are still at-will employees).	
Independent Contractor	Independent Contractors are non-employees.	Not eligible for any benefits.

Work Hours and Schedules

The School's normal operating hours are from ***7:30 a.m. to 4:00 p.m.**, Monday through Friday. The work schedule for hourly non-exempt employees may vary. Each employee will be assigned a work schedule by their supervisor. *Typical working hours for hourly non-exempt employees may be as follows:

REGULAR WORKING HOURS*	
School Level: Full-time office staff	7:30 a.m. – 4:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) minute breaks)
School Level: All other full-time employees	7:45 a.m. – 4:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) minute breaks)
CMO Level: All full-time MERF employees	8:30 a.m. – 5:00 p.m. (may include a meal break for thirty (30) minutes and two ten (10) -minute breaks)

* Working hours may vary from one School site to another.

Employee work schedules and pay may fluctuate depending on the workload:
- ☐ Employees may have to work hours beyond their normal schedules as work demands require.
- ☐ Hourly employees will only be paid for the hours actually worked unless accrued paid leave is used or during a paid holiday for eligible employees.
- ☐ Employees are expected to attend weekly staff meetings and other mandatory training and meetings.
- ☐ Full-time teachers may be required to supplement regular curricular activities through after school programs, including tutoring and clubs. Each full-time teacher is expected to offer at least two after school programs per week.
- ☐ As directed by the **Principal**, employees may be required to conduct home visits to develop a positive school-home relationship that supports student achievement.
- ☐ As directed by the **Principal**, employees may also be required to attend school events and activities, including but not limited to, parent conferences, student/parent orientation, back-to-school nights, parent/community meetings, and any other school events and activities that occur during or outside of the normal school day, as indicated in the work year calendar. This required work is distinguishable from the employee's involvement in non-work volunteer activities, which are not required by the employee's employment.
- ☐ Employees are expected to perform other duties as requested by their **direct supervisor**.

Overtime

25

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis. Generally, teachers and administrators are exempt from earning overtime pay. Exempt employees may have to work hours beyond their normal schedules as work demands require, thus, no overtime compensation will be paid to exempt employees. Non-exempt employees may be eligible to earn overtime if required to work beyond the regularly scheduled workday or workweek. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. MPS will attempt to distribute overtime evenly and accommodate individual schedules, however, the operational needs of the School are paramount. All overtime work must be previously authorized in writing by **the Principal (or MERF Human Resources for MERF employees.)** MPS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law.

Make Up Time

An employee may make a written request to make up work time that is or would be lost as a result of a personal obligation. It is at the sole discretion of the School to approve or reject the request. The hours of that make up work may only be performed in the same workweek in which the work time was lost and may not result in the employee earning overtime. The makeup time must not exceed eleven (11) hours of work in one day or forty (40) hours of work in one week. The employee is responsible for recording time worked and taking all applicable rest and meal breaks during make up time. Make up time is not encouraged, and is based on the availability of work.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor. The School will comply with such legal procedures.

Employees are strongly encouraged to avoid such wage attachments and garnishments.

Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the fifth (5th) hour of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and MPS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time. An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods.   Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

26

MPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

MPS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Pay Days

For **all employees,** paydays are scheduled on the fifteenth (15th) and the last day of the month. For 12 month employees, the School pays up to twenty-four (24) pay periods. For 11 month employees, the School pays up to twenty-two (22) pay periods. The total number of pay periods may vary depending on the starting and ending date of employment, and whether the employee performed work, used time from the accrued leave (paid sick leave, vacation leave, PTO), or is eligible for a paid holiday during the pay period. The last pay period of the school year ends on June 30th. Each paycheck will include earnings for all reported work performed through the end of the payroll period and is subject to regular withholdings. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay no later than the next day of work after the day(s) off.

Employees should promptly notify **the Principal (or MERF Human Resources for MERF employees)** with questions regarding the calculations of their paycheck. Any corrections will be noted and will appear on the following payroll check.

Payroll Withholdings

As required by law, the School shall make all required withholdings, including:

> Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
> State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
> Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
> State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every payroll deduction is explained on the check voucher. Employees are directed to contact Human Resources with questions.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to **the Principal (or MERF Human Resources**

27

for MERF employees) and by updating the Human Capital Management System Employee Self Service Portal. The Human Resources Department also maintains a supply of forms.

It is the employee's responsibility to report any changes in filing status to **the Principal (or MERF Human Resources for MERF employees)** by updating his/her Human Resource Management System Employee Self Service Portal.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

Salary Compensation for Partial Pay Period

Salary payments to employees who are employed for less than a full pay period because of leave without pay, separation from employment for any reason, or employment at dates other than the beginning or the end of the pay period are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

For teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Pay Rate Schedule

Pay is primarily determined by the work classification, employee qualifications, years of service, and individual performance. The School uses the Board approved employee pay raise scales to determine the salaries for **full-time teaching staff and non-classroom based academic personnel and school leaders**. MERF employees' pay is determined by the MPS Board approved salary band. Please refer to the scales for details. For school level classified employees, the pay is primarily determined by the work classification and individual performance.

Full-time teaching staff will be compensated for covering absent colleagues at the rate of twenty-five dollars ($25) per regular course period and fifteen dollars ($15) per half-course period, e.g., SSR or Advisory, unless indicated differently on the individual's employment agreement.

Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. School and MPS organized In-Service and Professional Development days are considered regular working days, employees are expected to be present on those days. If it is necessary to be absent or late, the employee must arrange it in advance with a **direct supervisor.** If it is not possible to arrange the absence or tardiness in advance, the employee must notify a **direct supervisor** no later than one-half (1/2) hour before the start of the workday. Teachers are also responsible to have a substitute folder for use when they are absent from

28

school. If the employee is absent from work longer than one day, they must keep their **direct supervisor** sufficiently informed of the situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, as shown below in the Disciplinary Action Chart for Tardiness.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Principal will be considered a voluntary resignation from employment. The actual amount of time used during the tardiness will be subtracted from employee's vacation or sick leave hours (if related to a sick leave purpose) for each tardiness, in thirty (30) minute increments. Once all sick leave/vacation is used, employee's tardy hours will be reflected as unpaid time off.

CHART OF CONSEQUENCES FOR TARDINESS AND ABSENCES		
	OCCURRENCES/DAYS	**STEP AND ACTION**
TARDINESS	1 -3 tardiness	Verbal Warning
	The 4th tardy	Written Warning.
	The 5th tardy	Staff member will also be placed on an Improvement Plan.
	6th and subsequent tardiness	Disciplinary: The employee may be subject to further discipline or dismissal.
ABSENCES	After all sick leave/vacation days are used	For exempt employees, a full day of pay will be deducted for each full days' absence. For nonexempt employees, no deduction will be made, but the employee will not earn wages during their absence.
NO CALL/NO SHOW	3 consecutive days	Considered job abandonment, which can lead to termination.

Timecards and Records

By law, MPS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

29

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction request must be approved by the Principal.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's time card. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Mandatory Training and Meetings

Employees may be required to attend online/onsite trainings, lectures and meetings outside of regular working hours. All teaching staff and school administrators are required to attend summer in-services, weekly staff meetings, and other mandatory training and meetings as directed by the **Principal.**

The School will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours. All staff will be paid for the total hours of mandatory trainings plus travel time and mileage reimbursement (if applicable) with respect to MPS Reimbursement Policy.

All mandatory trainings, lectures and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings. If you are unsure about the characterization of an offered training, lecture or meeting, please contact **your direct supervisor** before attending.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

Expense Reimbursements

The School may reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business, including, but not limited to, fingerprint processing fees, TB test fees, First Aid & CPR fees, fees of exams that lead to professional certification (CSET, CTEL, CLAD, CPACE, etc.,) and other approved School business and profession related expenses. Credential fees, university entrance exam fees, US Constitution exam fees, and fees for basic skills tests such as CBEST, RICA, etc., are not reimbursable. Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.

In order to be eligible for reimbursement, employees must follow the protocol set forth in the MERF's policy regarding expenditures, a copy of which may be obtained from the **Principal (or MERF Human Resources for MERF employees)**.

MERF Purchase Policies and Procedures Manual requires all employee expense or purchase plans to be pre-approved by his/her supervisor.

30

All new and continuing tuition reimbursement requests must be pre-approved annually by employee's supervisor as stated in the MPS Tuition Policy.

STANDARDS OF CONDUCT

Personal Appearance/Standards of Dress

MPS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

1)   Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.

2)   Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.

3)   Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.

4)   Skirts and dresses should be no higher than three (3) inches above the knee.

5)   All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.

6)   For safety purposes, earrings must not dangle more than one (1) inch below the ear.

7)   Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

8)   Appropriate shoes must be worn at all times.

9)   Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.

10)   Your direct supervisor will inform you of any specific dress requirements for your position.

31

Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the employment relationship the employee has with the School.

- Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by the School;
- Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities;
- Unacceptable job performance;
- Improper use or release of confidential information without authorization;
- Unexcused/unreported absence and/or lack of punctuality;
- Improper use of sick leave;
- Working unauthorized overtime or refusing to work assigned overtime;
- Misuse of School property or funds;
- Improper use of School equipment, materials, time or property;
- Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
- Failure to maintain a required license, certification or permit current and in good standing;
- Horseplay or other unnecessary or inappropriate physical contact;
- Sleeping or malingering on the job;
- Refusal to communicate with students, parents, supervisors, or other employees;
- Conducting personal business during business hours and/or unauthorized use of School property for non-School reasons;
- Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings and is otherwise non-offensive and appropriate for the workplace;
- Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter, is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks;
- Failure to comply with the School's safety procedures;
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment;
- Immoral or indecent conduct;
- Fighting or instigating a fight on School premises;
- Gambling on school premises;
- Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees;
- Possession of alcohol or illegal drugs and controlled substances at work, or reporting to work while under the influence of the same;
- Dishonesty;

32

- ☐ Falsification, fraud or omission of pertinent information when applying for a position;
- ☐ Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record;
- ☐ Theft or embezzlement;
- ☐ Willful destruction of School property;
- ☐ Conviction of a crime making the employee unfit for the position, or failure to report a criminal charge or conviction to the School;
- ☐ Possession of firearms, or any other dangerous weapon, while on campus or while working for the School;
- ☐ Violation of the discrimination, harassment or retaliation policy;
- ☐ Engaging in sabotage or espionage (industrial or otherwise);
- ☐ Any willful act that endangers the safety, health or wellbeing of another individual;
- ☐ Any act of sufficient magnitude to cause disruption of work or gross discredit to the school;
- ☐ Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School; and
- ☐ Failure to respond to work-related communications within 1 day for exempt employees and 1 business day for nonexempt employees.
- ☐ Violations of federal, state or local laws affecting the organization or the employee's employment with the organization.

Off-Duty Conduct

While the School does not seek to interfere with the lawful off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- ☐ Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at the School;
- ☐ Additional employment that creates a conflict of interest or is incompatible with the employee's position with the School;
- ☐ Additional employment that impairs or has a detrimental effect on the employee's work performance with the School;
- ☐ Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- ☐ Additional employment that directly or indirectly competes with the business or the interests of the School.

Employees who wish to engage in additional employment must submit a written request to the School explaining the details of the additional employment. The School will advise the employee of whether a

33

conflict appears to exist based on the information provided. The School assumes no responsibility for this determination or the employee's other employment. MPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of the additional employment. Authorization to engage in additional employment can be revoked at any time if a conflict is suspected.

EMPLOYEE BENEFITS

Holidays and Vacations

School Holidays

The School recognizes the following holidays. All **regular/full-time** employees will receive the following paid holidays in 2019-2020:

School Holidays	Dates
Labor Day	September 2, 2019
Veterans Day	November 11, 2019
Thanksgiving Day*	November 28, 2019
Day after Thanksgiving*	November 29, 2019
Christmas Day**	December 25, 2019
Winter Break Holiday**	December 26, 2019
Winter Break Holiday**	December 27, 2019
New Years Eve**	December 31, 2019
New Year's Day**	January 1, 2019
M. L. King Day	January 20, 2020
Presidents' Day	February 17, 2020
Cesar Chavez Day	April 3, 2020
Spring Break Holiday***	April 8, 2020 (April 1, 2020 for San Diego only)
Spring Break Holiday***	April 9, 2020 (April 2, 2020 for San Diego)
Memorial Day	May 25, 2020
Independence Day	July 4, 2020 (excluding 11 month employees)

* Falls during Thanksgiving Break
** Falls during Winter Break
*** Falls during Spring Break

School Breaks

All **full-time** exempt employees will receive the following paid school breaks (which may include, and are not in addition to, the School Holiday Schedule above):
- ☐ Thanksgiving Break (including Thanksgiving Day and the Day after Thanksgiving)
- ☐ Winter Break (including the Christmas Day, Winter Break Holiday, and New Year's Day)
- ☐ Spring Break (including Spring Break Holiday)

34

Typically, **full-time teaching staff/non-classroom based academic positions** will have five (5) days of paid Thanksgiving Break, fifteen (15) days of paid Winter Break (ten (10) days of paid Winter Break for San Diego), and five (5) days of paid Spring Break. Full-time **School-site administrators, classified exempt 12 month employees, and MERF employees** will have three (3) days of paid Thanksgiving Break, three (3) days of paid Spring Break, and thirteen (13) days of paid Winter Break (eight (8) days of paid Winter Break for San Diego). Part-time, temporary, and seasonal employees, and independent contractors, are not compensated during School breaks.

Full-time **education specialists, school psychologists,** and **college advisors** at the school sites will be treated as teaching staff for the purpose of holidays and vacation. If employees have any questions about their employment classification, they should consult with **MERF Human Resources**.

SCHOOL BREAKS	DATES
Full-time teaching staff:	
Thanksgiving Break	November 25-29, 2019
Winter Break	December 23, 2019 – January 10, 2020 (For San Diego: December 23, 2019 – January 3, 2020)
Spring Break	April 6, 2020 – April 10, 2020 (For San Diego: March 30, 2020 – April 3, 2020)
School administrators, classified exempt 12 month employees, and MERF employees:	
Thanksgiving Break	November 27-29, 2019
Winter Break	December 25, 2019 – January 10, 2020 (For San Diego: December 25, 2019 – January 3, 2020)
Spring Break	April 8, 2020 – April 10, 2020 (For San Diego: April 1, 2020 – April 3, 2020)

> **If a school site has a different schedule of breaks and/or additional breaks other than those listed above, such as fall break, Presidents' week, etc., the general rule of thumb is that full-time teaching staff will take the whole break off in the school calendar while the School administrators and MERF employees will have two (2) days less off. Full-time, hourly classified staff are only eligible for pay according to the School Holiday Schedule above.**

Floating Holidays

All full time MPS Employees are eligible to receive two (2) floating days each school year. Floating Holidays are not vacation days, and cannot be paid out, cashed out, and cannot be rolled over. Floating holidays are provided at the start of each school year.

Vacation

The School provides vacation benefits to eligible employees to enable them to take paid time off for rest and recreation. Vacation is provided to prevent overworking. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

35

With the exception of certificated instructional staff (e.g., teachers and non-classroom based academic personnel), all **full-time*, 12 month** employees accrue vacation from the date of hire at the following accrual rates:

*ELIGIBLE EMPLOYEES	VACATION ACCRUAL	MAX CAP
School Administrators	Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year	240 hours
School Classified Employees	Hours will accrue per pay period up to 120 hours (6 hours per pay period) per year	200 hours
MERF Employees	Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year	240 hours

As a benefit to employees, eligible employees will accrue the maximum vacation time prior to the end of the year to facilitate their use of vacation time before the end of the year. This accelerated accrual does not entitle eligible employees to vacation time above and beyond their yearly accrual, as indicated in the chart above. Vacation time may not be utilized before it is earned. Vacation is rolled over from year to year and is capped at 240 hours for administrators and MERF employees, and 200 hours for full-time classified employees. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap. Employees who have non-sick related partial or full day absences will have vacation time deducted from their vacation bank commensurate with their time off.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation. Vacation accruals recommence when the employee returns to work.

On termination of employment, the eligible employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.

All vacations must be approved in advance by **the direct supervisor of the employee**, who will make reasonable efforts to accommodate employee requests. Vacation requests must be made at least two (2) weeks prior to the desired vacation time. Job requirements will always have precedence over vacation schedules. The School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services.

* 11 month employees, including non-classroom based academic employees and teaching staff do not accrue vacation.

For full-time teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Any accrued but unused vacation will not be paid out at the end of the school year. Nonetheless, all employees are entitled to have their unused vacation time paid out upon separation from the School.

36

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Additionally, employees may use sick leave during public health emergencies resulting in the closure of MPS, the employee's child care provider, or the school of the employee's child. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings, or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Part-time staff will be credited with forty-eight (48) hours of sick leave at the start of the school year. All full-time employees will be credited with forty-eight (48) hours of sick leave at the beginning of each school year. In addition to the credited forty-eight (48) hours, all 11 and 12-month full time employees will accrue 2 sick leave hours per pay period. The maximum accrued sick leave hours per year is eighty (80). Paid sick leave can be used by all MPS employees who work for at least thirty (30) days within the span of a single calendar year from the commencement of employment.

MPS EMPLOYEE SICK HOURS			
	BEGINNING	ACCRUAL	MAXIMUM ACCRUAL
11-MONTHS FULL-TIME	48 hours	2 hours per pay period	80 hours
12-MONTHS FULL-TIME	48 hours	2 hours per pay period	80 hours
PART-TIME	48 hours	X	80 hours
SEASONAL/TEMPORARY	0	1 hour for every 30 hours worked	80 hours

Employees cannot use paid sick leave until the thirtieth (30th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of one (1) hour. However, sick leave related to tardiness for a sick leave related purpose may be deducted in thirty (30) minute increments.

Sick leave is intended to be used only for the qualifying purposes stated above. MPS will not tolerate abuse or misuse of sick leave. If an employee is absent longer than three (3) days due to illness, medical evidence of the illness and/or medical certification of the employee's fitness to return to work may be required.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave. If an employee is not eligible for any applicable medical leave and has exhausted all paid sick leave, the employee will not be paid for time not worked. Employee requests for unpaid medical leave must be approved in advance by the School.

The School may offer to buy back unused paid sick leave days at the employee's rate of pay or $150 per day, at the School's discretion, by the end of June. Employees must work for the School for at least thirty (30) days before they may be eligible for the School to buy back their paid sick leave. The School will not

37

buy back any paid sick leave from employees who (1) fail to work for the School for thirty (30) continuous days, or (2) are separated from the School based on misconduct, unprofessionalism, or suspicion of the same.

Personal Necessity Leave:

A full-time employee may elect to use up to five (5) days of accumulated sick leave each school year for personal necessity including any of the following specific reasons:

- ☐ Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);

- ☐ Accident involving his/her person or property or the person or property of a member of his/her immediate family;

- ☐ Appearance in court as a litigant, or as a witness under official order;

- ☐ Adoption of a child;

- ☐ The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours;

- ☐ Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) day in advance, unless an emergency situation occurs. Personal necessity leave is not vacation but rather part of the sick leave policy. Personal necessity leave does not carry over from school year to school year.

38

MERF Offered Benefits Chart

	Full-Time							Part-Time (20-29.99hr/week)	Part-Time (less than 20hr/week)	Temporary/Seasonal		
Status	**School Admin Home Office**	**Classified**				**Teacher**		**Classified**		**Teacher/Classified**		
Duration	**12-Month**	**12-Month**		**11-Month**		**11-Month**		**Part-Time**		**Part-Time**	**Full-Time**	
Salary Type	**Salaried**	**Salaried**	**Hourly**	**Salaried**	**Hourly**	**Salaried**	**Hourly**	**Hourly**		**Hourly**	**Salaried**	**Hourly**
Bereavement Hours	40	40	40	40	40	40	40	40	40	NO	NO	NO
Floating Hours	16	16	16	16	16	16	16	NO	NO	NO	NO	NO
Sick Hours	80	80	80	80	80	80	80	48	48	1 hr per 30 hours worked	1 hr per 30 hours worked	1 hr per 30 hours worked
Vacation Hours	160	120	120	120	120	NO	NO	NO	NO	NO	NO	NO
Health Benefits (Health, Dental, Vision)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	✧	✧
Retirement (STRS, PERS or 401K)	YES	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO
Tuition Reimbursement (BTSA, Master's, Ph.D.)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO
Paid Time Off (Fall, Spring, Winter Breaks)	YES	YES	YES	YES	YES	YES	YES	NO	NO	NO	NO	NO

✧ Temporary/seasonal employees may be eligible for health benefits and sick leave depending on the length of the assignment and the hours worked, as specified in the Health Benefits section and Paid Sick Leave section of this Handbook.

INSURANCE BENEFITS

Health Insurance

Full-time employees are entitled to health insurance benefits in accordance with applicable law and the School's health insurance plan. The School will cover one-hundred (**100%**) percent of the premium for employees who chose the HMO option and one-hundred (**100%**) percent of the premium to enroll legal dependents in the same program. The employee's portion of monthly premiums will be deducted from the employee's paycheck for employees who select the PPO selection or a greater amount of insurance coverage. The School may provide the employee a stipend payment at the rate of $150 per month if he

39

or she is enrolled in a separate health insurance benefit program *and declines all employer-sponsored* *health insurance benefits* (i.e. medical, vision, and dental) in writing by no later than within the month of August of each year. MPS will not provide a stipend to employees who will receive or have employer-sponsored health insurance coverage through an actively working spouse of MPS.

After the end of the open enrollment or once the employee selects a plan, employee may not cancel or convert from HMO to PPO or vice versa until the next open enrollment unless there is a qualifying event such as birth of a child, loss of coverage, marital status.

Part-time, and temporary/seasonal employees working less than 30 hours per week are not entitled to health benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

When Coverage Starts

Subject to health insurance carrier approval, employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. The employee is responsible for logging into MPS's Human Capital Management System and properly enrolling in any selected plans.

Disability Insurance

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are out of work related to an injury, subject to SDI eligibility requirements. The employee must contact SDI for specific rules and regulations relating to SDI eligibility, and the **MERF Human Resources** may be available to assist.

Family Leave Insurance

Employees covered by the SDI may also be covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six (6) weeks of wage replacement benefits from the State of California when they suffer a wage loss for taking time off to care for a seriously ill or injured qualifying family member or to bond with a new child within one (1) year of birth or placement of the child with the employee. Specific rules and regulations relating to Family Leave Insurance are available from SDI, and the **MERF Human Resources** may be able to assist.

Life Insurance

40

Employee life insurance is provided by MERF. All full-time employees will be covered upon hire, subject to program eligibility requirements. Employees should contact the Human Resources Department for coverage details.

Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

COBRA Benefits

Continuation of Benefits:

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making the employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18)-month period also may be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but the employee's spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

MPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are

41

responsible for notifying the School within thirty (30) days of the event. MPS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:
- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or his/her spouse or child, as applicable) may have;
- MPS stops providing group health benefits;
- The employee (or his/her spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that the employee is no longer disabled.

LEAVES OF ABSENCE

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

Employee Eligibility Criteria:

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of baby-bonding where the threshold is twenty (20) employees).

Events that may Entitle an Employee to FMLA Leave:

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

- To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose;

- Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by

42

pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy);

a. A "serious health condition" is an illness, injury (including, but not limited to on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or (2) continuing treatment, including, but not limited to, treatment for substance abuse.

b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

☐ To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care;

☐ For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces;

Amount of FMLA Leave Which May Be Taken:

☐ FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

☐ In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

☐ The "twelve-month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

43

☐ If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave:

☐ An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law

☐ An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.

☐ If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.

☐ The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits:

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

MPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

☐ The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and

44

☐ The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

Seniority:

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

Medical Certifications:

☐ An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

☐ The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

☐ If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

☐ Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave:

☐ An employee should request FMLA leave by completing a Request for Leave form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.

☐ Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

45

☐ Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

☐ If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

☐ If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

☐ If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

☐ The School will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

☐ Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

☐ When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

☐ Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

☐ If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

46

<u>Limitations on Reinstatement</u>

☐ MPS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.

☐ A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

<u>Employment during Leave:</u>

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

<u>Employee Eligibility Criteria:</u>

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

<u>Events That May Entitle an Employee to Pregnancy Disability Leave:</u>

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

☐ The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

47

☐ The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave:

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay During Pregnancy Disability Leave:

☐ An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

☐ The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

☐ Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits:

MPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. MPS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

☐ The employee fails to return from leave after the designated leave period expires.

☐ The employee's failure to return from leave is for a reason other than the following:

48

- The employee is taking leave under the California Family Rights Act.
- There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
- There is a non-pregnancy related medical condition requiring further leave.
- Any other circumstance beyond the control of the employee.

Seniority:

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications:

☐ An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

☐ Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave:

☐ An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal (or MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

☐ Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

☐ Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

☐ Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

☐ If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an

49

available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

☐ The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

☐ Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

● The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

● There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.
A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

☐ When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

☐ In accordance with MPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

☐ If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave:

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

50

Unpaid Leave of Absence

MPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums.   Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Funeral/Bereavement Leave

All MPS employees excluding temporary/seasonal employees will be allowed up to **five** (**5**) paid consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a parent, spouse, son/daughter, sister/brother, parents-in-law, grandparents, grandchild, sister/brother-in-law, son/daughter-in-law, or domestic partner. Employees should contact the Principal or the Human Resources department to request bereavement leave. All bereavement requests should be in writing to the Principal or Human Resources department.

If any employee requires more than **five (5)** days off for bereavement leave, the employee may request to use accrued sick days, request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted at the discretion of the School. Bereavement pay will not be used in computing overtime pay.

Military and Military Spousal Leave of Absence

MPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, MPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a

51

certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

MPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Advance notice of leave is required. Please inform **the Principal (or MERF Human Resources for MERF employees)** of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at the employees request and health plan coverage continuance can be arranged for up to twenty-four (24) months during military leave if required premium payments are made by the employee. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

Drug and Alcohol Rehabilitation Leave

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact **MERF Human Resources.** The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

Time Off for Adult Literacy Programs

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the

52

School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and request School assistance should contact **MERF Human Resources**. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

School Appearance and Activities Leave

As required by law, MPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care.   If more than one (1) parent or guardian is an employee of MPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Employees must notify **the Principal (or MERF Human Resources for MERF employees)** of their commitment to act as an election official as far in advance as possible.

Time Off for Jury and Witness Duty

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. The employee must notify **the Principal (or MERF Human Resources for MERF employees)** of their commitment to serve on a jury or as a witness as far in advance as possible.

Victims of Abuse Leave

MPS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or

53

children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide MPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide MERF Human Resources one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, MPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact **MERF Human Resources**.

Time Off for Volunteer Firefighters

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given reasonable time off from work in accordance with the law. Employees are requested to alert **the Principal (or MERF Human Resources for MERF employees)** of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify **the Principal (or MERF Human Resources for MERF employees)** before leaving the School's premises.

Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact **the Principal (or MERF Human Resources for MERF employees)** to request and schedule time off to vote.

Industrial Injury Leave (Workers' Compensation)

54

MPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

• Medical care;
• Cash benefits, tax-free to replace lost wages; and
• Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure the employee receives any worker's compensation benefits to which they may be entitled, employees will need to:

• Immediately report any work-related injury to the Principal;
• Seek medical treatment and follow-up care if required;
• Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal; and
• Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. MPS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

• If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
• All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
• When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
• Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

Bone Marrow and Organ Donor Leave

55

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give **the Principal (or MERF Human Resources for MERF employees)** thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should consult **MERF Human Resources.**

RETIREMENT

Certificated Staff Members

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in the State Teachers' Retirement System (STRS).

Classified Staff Members

All full-time non-certificated staff members, including, but not limited to, office staff and instructional aides, are eligible to participate in the Public Employees' Retirement System (PERS).

56

All part-time non-certificated employees hired to work six months or more become eligible to participate in PERS on the date of hire. For part-time employees, they become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year.

All non-credentialed employees also contribute to Social Security.

MPS Home Office Staff Members

Home Office staff members may be eligible to participate in the Public Employees' Retirement System (PERS), the State Teachers' Retirement System (STRS) or 401(K) Retirement Plan.

Oversight of Benefits

The HR Department and the Finance Department at the MPS Home Office are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. MERF will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, workers' compensation, and other payroll obligations.

All withholdings from employees and the MERF will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. MERF will submit all retirement data and will comply with all policies and procedures for payroll reporting. MERF assures that it will provide retirement information in a format required by the Counties.

EMPLOYMENT EVALUATION AND SEPARATION

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by **his or her direct supervisor.** MERF may utilize secure online staff evaluation platform to evaluate staff performances. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that is has been presented to you, that you have discussed it with **your direct supervisor**, and that you are aware of its contents. You can also acknowledge receipt of staff performance evaluation through and online platform provided by MERF. The evaluation system or any failure to evaluate an employee in no way alters the at-will employment relationship.

57

Newly hired employees may have their performance goals reviewed by **your direct supervisor** within the first **ninety (90)** days of employment.

Discipline and Involuntary Termination

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions and/or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

The disciplinary process will be determined by the School in light of the facts and circumstances of each case. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. These policies apply to all employees of the School and apply to all job-related activities of such employees.

Violations of the Employee Handbook, employment agreement, MPS charter, or applicable law are all independently and collectively considered misconduct and will result in disciplinary action up to and including release from at-will employment.

Voluntary Termination

Except if stated expressly otherwise by employment contract, either the employee or the School may terminate the at-will employment relationship at any time, with or without notice and with or without cause. While it is not required, the School requests that at-will employees electing to resign give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview may be scheduled on the last day of work with **your direct supervisor**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any School property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment.

Pay at Time of Separation

Employees separated from employment will be paid for time worked according to applicable laws. For full-time employees who are employed for less than a full pay period in their last month, salary payments are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

The School will buy back all unused sick leave days from employees at the rate of $150 per day or at the employee's current rate of pay, whichever is lower. Employees must work for the School for at least thirty (30) days before they may be eligible to receive their accrued, unused paid sick leave paid out upon job separation. Employees who are terminated based on misconduct or unprofessionalism, or who

58

resign under suspicion of misconduct or unprofessionalism, are not eligible to have paid sick leave paid to them upon their separation from the School.

Pay for earned but unused vacation time will be provided to full-time employees at time of separation at the employee's current rate of pay.

Final pay, including pay for any earned but unused sick leave days and vacation time, and if applicable, pay for summer holdback for full-time teaching staff, will be provided in accordance with applicable law. Only employees who are not terminated for misconduct or other related conduct are eligible to be paid for sick leave under the policy.

References

All requests for references and employment verifications must be promptly directed to the employee's **direct supervisor**. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment, the title of the last position held and length of service. The School may be required to disclose when an employee has been reported to the CTC for allegations of misconduct. Other employees may not provide any employment verifications or provide a professional reference on behalf of the School for another employee.

INTERNAL COMPLAINT REVIEW & OPEN DOOR

Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes employee questions, suggestions or complaints relating to work, conditions of employment, the School or the treatment of employees. Other than in situations involving harassment (as outlined and described above), the employee must contact **the Principal (or MERF Human Resources for MERF employees)** with questions or concerns. If the situation is not satisfactorily resolved, the employee should contact **MERF Human Resources,** preferably in writing, who may further review the issue.

Internal Complaint Review

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to **the CEO** or **Board of Directors** to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints:
(Complaints by Employees against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

59

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the employee's **direct supervisor**. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by **the Principal (or the CEO (or designee) for MERF employees):**

☐ The complainant will bring the matter to the attention of **the Principal (or the CEO (or designee) for MERF employees)** as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

☐ The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. **The Principal (or the CEO for MERF employees) (or designee)** will then investigate the facts and provide a solution or explanation;

☐ If the complaint is about the Principal**,** the complainant may file his or her complaint in a signed writing to the **CEO (or designee.) The CEO (or designee)** will then investigate the facts and provide a solution or explanation;

☐ If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to **the President of the School's Board of Directors**, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. **The Board President or investigator** will report his or her findings to the Board for review and action, if necessary.

Policy for Complaints Against Employees:
(Complaints by Third Parties against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of **the Principal or the CEO** (if the complaint concerns the Principal) or **the Board President** (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, **the Principal (or the CEO (or the Board President)) (or designee)** shall abide by the following process:

☐ **The Principal (or the CEO) (or designee)** shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

☐ In the event that **the Principal (or the CEO) (or designee)** finds that a complaint against an employee is valid, **the Principal (or the CEO) (or designee)** may take appropriate disciplinary action against the employee. As appropriate, **the Principal (or the CEO) (or designee)** may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

☐ **The Principal's (or the CEO's) (or designee's)** decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements:

60

- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
- Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MERF employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

MPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

61

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the COO, Principal, MERF Human Resources, or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

_____

_____

List any witnesses that were present:

_____

_____

62

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____   Date: _____

Signature of Complainant

_____

Print Name

Received by:_____   Date: _____

63

APPENDIX B

<u>INTERNAL COMPLAINT FORM</u>

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____   Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____   Date: _____

64

Magnolia Public Schools

Employee
Handbook
2018-2019

Magnolia Public Schools

250 East 1st Street

STE. 1500

Los Angeles, CA 90012

213-628-3666

www.magnoliapublicschools.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the CEO, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the CEO has the authority to make any such agreement and then only in writing.

Employee's Signature: _____   Date: _____

Please sign/date and upload to Paycom.

1

M a g n o l i a   P u b l i c   S c h o o l s

The Vision

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

The Mission

Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.

Core Values

Magnolia Public Schools has identified the following core values which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities:

- *Excellence*

- *Innovation*

- *Connection*

Locations

Magnolia Science Academy-1	*18238 Sherman Way, Reseda, CA 91335*	*(818) 609-0507*
Magnolia Science Academy-2	*17125 Victory Blvd., Van Nuys, CA 91406*	*(818) 758-0300*
Magnolia Science Academy-3	*1254 East Helmick St., Carson, CA 90746*	*(310) 637-3806*
Magnolia Science Academy-4	*11330 W Graham Place, Los Angeles, CA 90064*	*(310) 473-2464*
Magnolia Science Academy-5	*18230 Kittridge St., Reseda, CA 91335*	*(818) 705-5676*
Magnolia Science Academy-6	*3754 Dunn Dr., Los Angeles, CA 90034*	*(310) 842-8555*
Magnolia Science Academy-7	*18355 Roscoe Blvd., Northridge, CA 91325*	*(818) 221-5328*
Magnolia Science Academy-8 (Bell)	*6411 Orchard Ave, Bell, CA 90201*	*(323) 826-3925*
Magnolia Science Academy-San Diego	*6525 Estrella Ave., San Diego, CA 92120*	*(619) 644-1300*
Magnolia Science Academy-Santa Ana	*2840 W 1st St., Santa Ana, CA 92703*	*(714) 479-0115*

2

Table of Contents

4

5

INTRODUCTION

This Handbook summarizes the Magnolia Public Schools' (hereinafter referred to as "MPS" or "School") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook, please consult **MPS Home Office ("MERF") Human Resources**.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general work place policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only **the Chief Executive Officer ("CEO") of MPS**, with the express written approval of the Board of Directors, may alter the at-will employment status of any of its employees.

Once you have reviewed this Handbook, please e-sign the employee acknowledgement form **in the Paycom Employee Self Service Portal.** This signed acknowledgement demonstrates to the School that you have read, understand and agree to comply with the policies outlined in the Handbook.

1

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

MPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. MPS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. MPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

At-Will Employment

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or

2

other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School

counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services.

MPS will provide annual training on the mandated reporting requirements, via Charter Safe, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Principal.

Tuberculosis Testing

3

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days prior to the date of hire. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

The employee will not be required to submit to a TB exam if the employee can produce a current certificate showing they were found free of infectious tuberculosis within sixty (60) days of initial hire, or a California school previously employing the employee verifies it has a current certificate on file showing that the employee is free from infectious tuberculosis. The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School. Failure to maintain current TB test results may result in disciplinary action, up to and including release from at-will employment.

Immigration Compliance

MPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, MPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

If you have any questions or need more information on immigration compliance issues, please contact the Principal.

Professional Boundaries: Staff/Student Interaction Policy

4

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment:

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):
  ➢ Stopping a student from fighting with another student;
  ➢ Preventing a pupil from committing an act of vandalism;
  ➢ Defending yourself from physical injury or assault by a student;
  ➢ Forcing a pupil to give up a weapon or dangerous object;
  ➢ Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
  ➢ Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):
  ➢ Hitting, shoving, pushing, or physically restraining a student as a means of control;
  ➢ Making unruly students do push-ups, run

laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
  ➢ Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries

5

will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy):
➢ Giving gifts to an individual student that are of a personal and intimate nature;
➢ Kissing of any kind;
➢ Any type of unnecessary physical contact with a student in a private situation;
➢ Intentionally being alone with a student away from the school;
➢ Making or participating in sexually inappropriate comments;
➢ Sexual jokes;
➢ Seeking emotional involvement with a student for your benefit;
➢ Listening to or telling stories that are

sexually oriented;
➢ Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
➢ Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:
(These behaviors should only be exercised when a staff member has parent and supervisor permission.)
➢ Giving students a ride to/from school or school activities;
➢ Being alone in a room with a student at school with the door closed;
➢ Allowing students in your home.

Cautionary Staff/Student Behaviors:
(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

➢ Remarks about the physical attributes or development of anyone;
➢ Excessive attention toward a particular student;
➢ Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors:

➢ Getting parents' written consent for any after-school activity;
➢ Obtaining formal approval to take students off school property for activities such as field trips or competitions;
➢ E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to

6

school technology);
- ➢ Keeping the door open when alone with a student;
- ➢ Keeping reasonable space between you and your students;
- ➢ Stopping and correcting students if they cross your own personal boundaries;
- ➢ Keeping parents informed when a significant issue develops about a student;
- ➢ Keeping after-class discussions with a student professional and brief;
- ➢ Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- ➢ Involving your supervisor if conflict arises with the student;
- ➢ Informing the Executive Director about situations that have the potential to become more severe;
- ➢ Making detailed notes about an incident that could evolve into a more serious situation later;
- ➢ Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- ➢ Asking another staff member to be present if you will be alone with any type of special needs student;
- ➢ Asking another staff member to be present when you must be alone with a student after regular school hours;
- ➢ Giving students praise and recognition without touching them;
- ➢ Pats on the back, high fives and handshakes are acceptable;
- ➢ Keeping your professional conduct a high priority;
- ➢ Asking yourself if your actions are worth your job and career.

Relationships between Employees

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees should notify the School so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

Certification and Licensure of Instructional Staff

All teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. MPS complies with all requirements of the authorizers regarding the certification and licensure of instructional staff. Paraprofessional staff may also be required to provide documentation proving that they meet the requirements for paraprofessional staff. It is the responsibility and a condition of continued employment of all instructional staff, including teachers and paraprofessionals to provide, maintain and keep current such certificates, permits or other documentation to **his or her direct supervisor** no later than the close of business prior to the first day the employee reports for duty. If an instructional staff

7

employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to **his or her direct supervisor**. Staff who are required to meet these state and federal certification, expertise, and related requirements must timely maintain such qualifications as a condition of employment at the School. Failure to maintain the appropriate credential/ certification required of the position may result in disciplinary action, up to and including release from at-will employment.

Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. MPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity, gender expression, and gender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

MPS does not condone and will not tolerate

unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO) or the MERF Human Resources or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. MPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

MPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee. All new

8

employees are assigned sexual harassment training prior to the start of the school year. All current employees receive sexual harassment training every two (2) years.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or

instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal and/or MERF Human Resources. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults and

  o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:

  o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

  o Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or

9

attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

    o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:

    o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

    o Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

    o Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory

responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

Whistleblower Policy

MPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee

10

who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug- and Alcohol-Free Workplace

MPS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other MPS stakeholders.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her

immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

Smoking

All School buildings and facilities are non-smoking facilities.

11

GENERAL WORKPLACE POLICIES

Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. You should report any act or threat of violence immediately to **the Principal (or MERF Human Resources)**.

Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by **the Principal** and is available for your review.

You are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

MPS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to **the Principal (or MERF Human Resources for MERF employees)**. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify **the Principal (or MERF Human Resources for MERF employees)** when keys are missing or if security access codes or passes have been breached.

Occupational Safety

MPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPS' management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

12

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

School Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where

other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

Use of School Communication Equipment and Technology

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Employees should not use personal devices or email accounts for MPS-related communications. Such communications should only take place using MPS-issued devices and via the employee's MPS email account.

Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

13

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to **the I.T. Coordinator** all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

The email system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access are not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's

communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Social Media

If an employee decides to post information on the Internet (i.e., blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- ➢ School equipment, including its computers and electronics systems, may not be used for these purposes;
- ➢ Student and employee confidentiality policies must be adhered to;
- ➢ Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- ➢ Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- ➢ Employees are not authorized to publish any confidential information maintained by the School;
- ➢ Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- ➢ Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no

14

obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep **the Principal (or MERF Human Resources for MERF employees)** advised of changes that should be reflected in their personnel file by making the changes in the Paycom Employee Self Service Portal. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. MPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to **the Principal (or MERF Human Resources for MERF employees)**. Only **the Principal and MERF Human Resources** or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Intellectual Property Rights

Any intellectual property, such as trademarks, copyrights and patents, and any work created by an employee in the course of employment at the School shall be the property of the School and the employee is deemed to have waived all rights in favor of the School. Work, for the purpose of this policy refers to written, creative or media work. All source material used in presentation or written documents must be acknowledged.

Media Contacts

All media inquiries regarding the School and its operations must be referred to the **CEO**. Only the **CEO** is authorized to make or approve public statements pertaining to the School or its operations, although, public employees do not lose the right to speak on matters of public importance. No employee, unless specifically designated by the **CEO**, is authorized to make statements to the media on behalf of the School. Any employee who would like to write and/or publish an article, paper, or other publication on behalf of the School must obtain approval from the **CEO** before publication.

HOURS OF WORK, OVERTIME AND ATTENDANCE

Work Hours and Schedules

The School's normal working hours are from **7:30 a.m. to 4:00 p.m.***, Monday through Friday. The work schedule for hourly non-exempt employees may vary. Each employee will be assigned a work schedule by their supervisor. Typical working hours for hourly non-exempt employees may be as follows:*****

15

Regular working hours	
School Level: *Full-time office staff*	7:30 a.m. – 4:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) - minute breaks)
School Level: *All other full-time employees*	7:45 a.m. – 4:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) - minute breaks)
CMO Level: *All full-time MERF employees*	8:30 a.m. – 5:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) - minute breaks)
Summer working hours between the school year end date and the new school year in-service start date	
School Level: *All full-time employees*	9:00 a.m. – 2:00 p.m. (Included: two ten (10) -minute breaks)
CMO Level: *All full-time MERF employees*	9:00 a.m. – 3:00 p.m. (Included: meal break for thirty (30) minutes and two ten (10) - minute breaks)

* Working hours may vary from one School site to another.

Employee work schedules may fluctuate depending on the workload:

➢ Employees may have to work hours beyond their normal schedules as work demands require.
➢ Hourly/non-exempt employees may be subject to reduced hours during summer.
➢ Employees are expected to attend weekly staff meetings and other mandatory training and meetings. Please see section L for additional information on "Mandatory Training and Meetings."
➢ Full-time teachers may be required to supplement regular curricular activities through after school programs, including tutoring and clubs. Each full-time teaching staff is expected to offer at least two after school programs per week.
➢ As directed by the **Principal**, employees may be required to conduct home visits to develop a positive school-home relationship that supports student achievement.
➢ As directed by the **Principal**, employees may also be required to attend school events and activities, including but not limited to, parent conferences, student/parent orientation, back-to-school nights, parent/community meetings, and any other school events and activities that occur during or outside of normal school day.
➢ Employees are expected to perform other duties as requested by their **direct supervisor**.

Overtime

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. MPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized in writing by **the Principal (or MERF Human Resources for MERF employees.)** MPS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

> For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first

16

eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Make Up Time

An employee may make a written request to make up work time that is or would be lost as a result of a personal obligation. It is at the sole discretion of the School to approve or reject the request. The hours of that make up work may only be performed in the same workweek in which the work time was lost and must not exceed eleven (11) hours of work in one day or forty (40) hours of work in one week. The employee is responsible for recording time worked and taking all applicable rest and meal breaks during make up time. Make up time is not encouraged.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.
Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, **the Principal (or MERF Human Resources for MERF employees)** will adhere to the request and provide a copy of the legal documentation to the employee.

Work Breaks

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the fifth hour of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and MPS mutually consent to the waiver in writing.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time. An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

MPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

MPS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

17

Pay Days

For **all employees,** paydays are scheduled on the fifteenth (15th) and the last day of the month. For full-time classified and home office employees, the School pays in twenty-four (24) pay periods. For all full-time credentialed employees, the school pays in twenty-two (22) pay periods. The last pay period of the school year ends on June 30th. Each paycheck will include earnings for all reported work performed through the end of the payroll period and is subject to regular withholdings. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the next day of work after the day(s) off.

You should promptly notify **the Principal (or MERF Human Resources for MERF employees)** if you have a question regarding the calculations of your paycheck; any corrections will be noted and will appear on the following payroll.

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the **MERF Human Resources** to explain them to you.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. The School's business office maintains a supply of these forms.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to **the Principal (or MERF Human Resources for MERF employees)** by updating his/her Paycom Employee Self Service Portal. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

Salary Compensation for Partial Pay Period

Salary payments to employees who are employed for less than a full pay period because of leave without pay, separation from employment for any reason, or employment at dates other than the beginning or the end of the pay period are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40)

18

hours Monday through Friday unless otherwise specified.

For teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Pay Rate Schedule

Pay is primarily determined by the work classification, employee qualifications, years of service, and individual performance. The School uses a Board approved employee pay raise scale to determine salaries for **full-time employees**. Please refer to the scale for details.

Full-time teaching staff will be compensated for covering absent colleagues at the rate of twenty-five dollars ($25) per regular course period and fifteen dollars ($15) per half-course period, e.g., SSR or Advisory, unless indicated differently on the individual's employment agreement.

Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. If you find it necessary to be absent or late, you are expected to arrange it in advance with **your direct supervisor.** If it is not possible to arrange your absence or tardiness in advance, you must notify **your direct supervisor** no later than one-half (1/2) hour before the start of your workday. If you are a teacher, you are also responsible to have a substitute folder for use when you are absent from school. If you are absent from work longer than one day, you are expected to keep **your direct supervisor** sufficiently informed of your situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to **your direct supervisor** will lead to disciplinary action, up to and including termination.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Principal will be considered a voluntary resignation from employment.

Time/Cards/Records

By law, MPS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction must be initialed by both the employee and the Principal.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any

19

aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Mandatory Training and Meetings

Employees may be required to attend trainings, lectures and meetings outside of regular working hours. All teaching staff and school administrators are required to attend summer in-services, weekly staff meetings, and other mandatory training and meetings as directed by the **Principal.**

The School will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours.

All mandatory trainings, lectures and meetings will be identified as such. The School will not pay non-exempt employees for attendance at voluntary trainings. If you are unsure about the characterization of an offered training, lecture or meeting, please contact **your direct supervisor** before attending. All staff will be paid for mandatory trainings only.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

Expense Reimbursements

The School may reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business, including, but not limited to, fingerprint processing fees, TB test fees, First Aid & CPR fees, fees of exams that lead to professional certification (CSET, CTEL, CLAD, CPACE, etc.,) and other approved School business and profession related expenses. Credential fees, university entrance exam fees, US Constitution exam fees, and fees for basic skills tests such as CBEST, RICA, etc., are not reimbursable. Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.

In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's policy regarding expenditures, a copy of which may be obtained from the **Principal (or MERF Human Resources for MERF employees)**. In general, all expenses must have been previously approved **in CoolSIS or another form of electronic communication or form designated by school administration** by **the Principal (or the CEO (or designee) for MERF employees)**. All reimbursement forms must be completed in its entirety and submitted **in CoolSIS**.

20

STANDARDS OF CONDUCT

Personal Appearance/Standards of Dress

MPS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.

2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.

3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.

4) Skirts and dresses should be no higher than three (3) inches above the knee.

5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.

6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.

7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

8) Appropriate shoes must be worn at all times.

9) Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.

10) Your direct supervisor will inform you of any specific dress requirements for your position.

Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the employment relationship the employee has with the School.

> ➢ Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority;
> ➢ Inefficiency - including deliberate restriction of output, carelessness or

21

unnecessary wastes of time or material, neglect of job, duties or responsibilities;

➢ Unacceptable job performance;

➢ Release of confidential information without authorization;

➢ Unexcused/unreported absence and/or lack of punctuality;

➢ Abuse of sick leave;

➢ Working unauthorized overtime or refusing to work assigned overtime;

➢ Misuse of School property or funds;

➢ Unauthorized use of School equipment, materials, time or property;

➢ Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.

➢ Failure to keep a required license, certification or permit current and in good standing;

➢ Horseplay;

➢ Sleeping or malingering on the job;

➢ Refusal to speak to supervisor or other employees;

➢ Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls;

➢ Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings;

➢ Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter, is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks;

➢ Failure to comply with the School's safety procedures;

➢ Failure to report a job-related accident to the employee's manager or failure to take

or follow prescribed tests, procedures or treatment;

➢ Immoral or indecent conduct;

➢ Fighting or instigating a fight on School premises;

➢ Gambling on school premises;

➢ Use of profane, abuse or threatening language in conversations with other employees and/or intimidating or interfering with other employees;

➢ Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances;

➢ Dishonesty;

➢ Falsification, fraud or omission of pertinent information when applying for a position;

➢ Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record;

➢ Theft or embezzlement;

➢ Willful destruction of property;

➢ Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position;

➢ Possession of firearms, or any other dangerous weapon, while acting within the course of School of your employment with the School;

➢ Violation of the discrimination, harassment or retaliation policy;

➢ Engaging in sabotage or espionage (industrial or otherwise);

➢ Any willful act that endangers the safety, health or wellbeing of another individual;

➢ Any act of sufficient magnitude to cause disruption of work or gross discredit to the school;

➢ Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School;

➢ Violations of federal, state or local laws affecting the organization or your employment with the organization; and

➢ Failure to possess or maintain the credential/certificate required of the position.

22

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

➢ Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School;
➢ Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School;
➢ Additional employment that impairs or has a detrimental effect on the employee's work performance with our School;
➢ Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and;
➢ Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the

additional employment. If the additional employment is authorized, the School assumes no responsibility for it. MPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

EMPLOYEE BENEFITS

Holidays and Vacation

Legal Holidays

All **full-time** employees will receive the following paid legal holidays in 2018-19:

Legal Holidays	Dates
Labor Day	September 3, 2018
Veterans Day	November 12, 2018
Thanksgiving Day*	November 22, 2018
Christmas Day**	December 25, 2018
New Year's Day**	January 1, 2019
M. L. King Day	January 21, 2019
Presidents' Day	February 18, 2019
Cesar Chavez Day	April 1, 2019
Memorial Day	May 27, 2019
Independence Day	July 4, 2019

* Falls during Thanksgiving Break
** Falls during Winter Break

School Breaks
All **full-time** employees will receive the following paid school breaks:

➢ Thanksgiving Break (including the Thanksgiving Day)
➢ Winter Break (including the Christmas Day and New Year's Day)
➢ Spring Break

Typically, **full-time teaching staff** will have five (5) days of paid Thanksgiving break, fifteen (15) days of paid winter break, and five (5) days of paid spring break. **School administrators, school classified employees, and MERF**

23

employees will have three (3) days of paid Thanksgiving break, three (3) days of paid spring break, and eleven (11) days of paid winter break. Part-time employees are not compensated during the Thanksgiving, winter and spring breaks.

Full-time **education specialists** and **college advisors** at the school sites will be treated as teaching staff for the purpose of holidays and vacation. If you have any questions about your classification, please consult with **MERF Human Resources**.

School Breaks	Dates
Full-time teaching staff:	
Thanksgiving Break	November 19-23, 2018
Winter Break	December 17, 2018 – January 04, 2019
Spring Break	April 15, 2019 – April 19, 2019
School administrators, school classified employees, and MERF employees:	
Thanksgiving Break	November 21-23, 2018
Winter Break	December 19, 2018 – January 04, 2019
Spring Break	April 17-19, 2019

If a school site has a different schedule of breaks and/or additional breaks other than those listed above, such as fall break, Presidents' week, etc., the general rule of thumb is that full-time teaching staff will take the whole break off in the school calendar while the school administrators and school classified employees will have two (2) days less off.

Summer working hours apply on the days of school breaks that full-time teaching staff takes off and school administrators, school classified employees, and MERF employees work.

Floating Holidays

All MPS Employees are eligible to receive two (2) floating holidays each school year. Floating holidays cannot be cashed out but they do rollover.

Vacation

The School provides vacation benefits to eligible employees to enable them to take paid time off for rest and recreation. Vacation is provided to prevent overworking. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

All **full-time** employees*** accrue vacation from the date of hire at the following accrual rates:

Type of Staff	Vacation Accrual
School administrators	Hours will accrue per pay period up to 160 hours (6.67 hours per pay period) per year
School classified employees	Hours will accrue per pay period up to 120 hours (5 hours per pay period) per year
MERF employees	Hours will accrue per pay period up to 160 hours (6.67 hours per pay period) per year

Vacation time may not be utilized before it is earned. Vacation accruals may not exceed an employee's current annual entitlement, plus 80 hours. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation. Vacation accruals recommence with the employee returns to work.

On termination of employment, the employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.

24

Typically, employees are expected to use all their accrued vacation during the summer between the school year end date and the new school year in-service start date, unless otherwise agreed to by the employee and his or her direct supervisor. However, the School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services. Therefore, all vacations must be approved in advance by **your direct supervisor**, who will make every effort to accommodate each employee. The CEO may grant an extension for staff to use their accrued but unused vacation outside of the parameters listed above to prevent loss of earned vacation. Vacation requests must be made at least two (2) weeks prior to the desired vacation time. Job requirements will always have precedence over vacation schedules.

*** Teaching staff does not accrue vacation. Full-time teaching staff works on an 11-month work schedule, i.e., August through June if the last day of school falls in June, and receives pay over an 11-month pay period, i.e., August through June.

For full-time teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

Any accrued but unused vacation will not be paid out at the end of the school year. Nonetheless, all employees are entitled to have their unused vacation time paid out upon separation from the School.
Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Additionally, employees may use sick leave during public health emergencies resulting in the closure of MPS, the employee's child care provider, or the school of the employee's child. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings, or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all MPS employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment, and who work at least two (2) hours per week. For part-time employees, MPS will track sick leave based on the number of hours worked. Part-time staff will be credited with 24 hours of sick leave at the start of the school year. All full-time employees will be credited with forty-eight (48) hours of sick leave at the beginning of each school year.

Furthermore, all full-time employees will accrue additional sick leave for each pay period worked up to a maximum of eighty (80) hours per year.

Employees cannot use paid sick leave until the ninetieth (30th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours.

Sick leave is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. MPS will not tolerate abuse or misuse of your sick leave privilege. If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School may be required. MPS may withhold sick pay if it suspects that sick leave has been misused.

25

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave. If an employee is not eligible for any applicable medical leave and has exhausted all paid sick leave, the employee will not be paid for time not worked. Employee requests for unpaid medical leave must be approved in advance by the School.

Unused sick leave carries over from school year to school year for all employees up to a maximum of eight (80) hours. At its sole discretion, the School may offer to buy back unused paid sick leave days at the employee's rate of pay or $150 per day, whichever is lower, by the end of June. Employees must work for the School for at least thirty (30) days before they may be eligible for the School to buy back their paid sick leave. The School will not buy back any paid sick leave from employees who (1) fail to work for the School for thirty (30) continuous days, or (2) are separated from the School based on misconduct, unprofessionalism, or suspicion of the same.

Personal Necessity Leave:

A full-time employee may elect to use up to five (5) days of accumulated sick leave each school year for personal necessity including any of the following specific reasons:

➢ Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);

➢ Accident involving his/her person or property or the person or property of a member of his/her immediate family;

➢ Appearance in court as a litigant, or as a witness under official order;

➢ Adoption of a child;

➢ The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours;

➢ Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) day in advance unless an emergency situation occurs. Personal necessity leave is not vacation but rather part of the sick leave policy. Personal necessity leave does not carry over from school year to school year.

INSURANCE BENEFITS

Health Insurance

Full-time employees are entitled to health insurance benefits in accordance with applicable law and the School's health insurance plan. The School will cover one-hundred (**100%**) percent of the premium for employees who chose the HMO option and one-hundred (**100%**) percent of the premium to enroll dependents in the same program. The employee's portion of monthly premiums will be deducted from the employee's paycheck for PPO selections only. The School may reimburse the employee at the rate of $150 per month if he or she is enrolled in a separate health insurance benefit program and declines the employer-sponsored health insurance benefits in writing by no later than September of each year. MPS will not reimburse employees who will receive or have health insurance coverage through an actively working spouse of MPS.

Part-time employees working less than 30 hours per week are not entitled to benefits provided by the School. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

26

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Unless otherwise mandated by law, employees on a leave of absence are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. An enrollment form must be submitted to the MERF Human Resources as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

Disability Insurance

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the **MERF Human Resources.**

Family Leave Insurance

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six (6) weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent or domestic partner or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating the Family Leave Insurance are available from the **MERF Human Resources**.

Life Insurance

Life insurance is provided by MetLife . All full-time employees will be covered upon hire. Please reach out to your Human Resources department for coverage details.

Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

COBRA Benefits

Continuation of Medical and/or Dental Benefits:

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage plus any other applicable fees.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to 18 months if coverage ends because:

➢ Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
➢ Hours of employment are reduced below the amount required to be considered a full-time employee, making the employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18)-month period also may be extended an additional eighteen (18) months if other events (such as a divorce or

27

death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

➢ The employee dies while covered by the plan;
➢ The employee and his/her spouse become divorced or legally separated;
➢ The employee becomes eligible for Medicare coverage, but the employee's spouse has not yet reach age sixty-five (65); or
➢ The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

MPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. MPS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:
➢ Premiums for continued coverage are not paid within thirty (30) days of the due date;
➢ You (or your spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing

condition you (or your spouse or child, as applicable) may have;
➢ MPS stops providing group health benefits;
➢ You (or your spouse or child) become entitled to Medicare; or
➢ You extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that you are no longer disabled.

LEAVES OF ABSENCE

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

<u>Employee Eligibility Criteria:</u>

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of baby-bonding where the threshold is twenty (20) employees).

<u>Events that may Entitle an Employee to FMLA Leave:</u>

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

28

➢ To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose;

➢ Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy);

a. A "serious health condition" is an illness, injury (including, but not limited to on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or (2) continuing treatment, including, but not limited to, treatment for substance abuse.

b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

➢ To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care;

➢ For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces;

Amount of FMLA Leave Which May Be Taken:

➢ FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

➢ In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a

29

covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

➢ The "twelve month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

➢ If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's CFRA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave:

➢ An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law

➢ An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.

➢ If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.

➢ The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits:

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

MPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

➢ The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An

30

employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and

➢ The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

Seniority:

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

Medical Certifications:

➢ An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

➢ The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is

necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

➢ If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

➢ Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave:

➢ An employee should request FMLA leave by completing a Request for Leave form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.

➢ Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

➢ Where possible, employees must make a reasonable effort to schedule foreseeable

31

planned medical treatments so as not to unduly disrupt the School's operations.

➢ If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

➢ If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

➢ If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

➢ The School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

➢ Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

➢ When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

➢ Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

➢ If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Limitations on Reinstatement

➢ MPS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-

32

five (75) miles of the employee's worksite.

> A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment during Leave:

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria:

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave:

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

> The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

> The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave:

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3

33

weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay During Pregnancy Disability Leave:

➤ An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

➤ The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

➤ Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits:

MPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) - month period. MPS can recover premiums that

it already paid on behalf of an employee if both of the following conditions are met:

➤ The employee fails to return from leave after the designated leave period expires.

➤ The employee's failure to return from leave is for a reason other than the following:

• The employee is taking leave under the California Family Rights Act.
• There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
• There is a non-pregnancy related medical condition requiring further leave.
• Any other circumstance beyond the control of the employee.

Seniority:

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications:

➤ An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

➤ Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

34

Requesting and Scheduling Pregnancy Disability Leave:

➢ An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal (or MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

➢ Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

➢ Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

➢ Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

➢ If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

➢ The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

➢ Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

• The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

• There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

➢ When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of

35

the leave (with the limitations explained above).

➢ In accordance with MPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

➢ If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave:

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Medical Leave of Absence

At the discretion of **MERF Human Resources**, an unpaid medical leave of absence may be granted up to **sixty (60) working days** to employees who are not eligible for other leaves. Ask **MERF Human Resources** for information on medical leaves of absence, and any implications unpaid medical leave may have on your eligibility for employee benefits, including medical benefit plan coverage.

Unpaid Leave of Absence

MPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Funeral/Bereavement Leave

Employees will be allowed up to **five (5)** consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a parent, spouse, son/daughter, sister/brother, parents-in-law, grandparents, grandchild, sister/brother-in-law, son/daughter-in-law, or domestic partner.

If any employee requires more than **five (5)** days off for bereavement leave, the employee may use any accrued sick days, request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted at the discretion of the School. Bereavement pay will not be used in computing overtime pay.

Military and Military Spousal Leave of Absence

MPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written

36

notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, MPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

MPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment

during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Advance notice of leave is required. Please inform **the Principal (or MERF Human Resources for MERF employees)** of anticipated military leave time as far in advance as possible. Accrued vacation will be paid during military leave at your request and health plan coverage continuance can be arranged for up to twenty-four (24) months during military leave if required premium payments are made by you. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

Drug and Alcohol Rehabilitation Leave

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact **MERF Human Resources.** The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

37

Time Off for Adult Literacy Programs

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and request School assistance should contact **MERF Human Resources**. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

School Appearance and Activities Leave

As required by law, MPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of MPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Please notify **the Principal (or MERF Human Resources for MERF employees)** of your commitment to act as election official as far in advance as possible.

Time Off for Jury and Witness Duty

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify **the Principal (or MERF Human Resources for MERF employees)** of your commitment to serve on a jury or as a witness as far in advance as possible.

Victims of Abuse Leave

MPS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.

38

- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide MPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide MERF Human Resources one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, MPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact MERF Human Resources.

Time Off for Victims of Crime

An Employee who is a victim of certain crimes (violent felonies, felony thefts and serious felonies as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify **MERF Human Resources** of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

Time Off for Volunteer Firefighters

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert **the Principal (or MERF Human Resources for MERF employees)** of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify **the Principal (or MERF Human Resources for MERF employees)** before leaving the School's premises.

Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact **the Principal (or MERF Human Resources for MERF**

39

employees) to request and schedule time off to vote.

Industrial Injury Leave (Workers' Compensation)

MPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

• Medical care;

• Cash benefits, tax-free to replace lost wages; and

• Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

• Immediately report any work-related injury to the Principal;

• Seek medical treatment and follow-up care if required;

• Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal; and

• Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. MPS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high

quality medical service and a location that is convenient to the School's operation.

• If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

• All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

• When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.

• Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Employees that are temporarily totally disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the business needs of the School. Workers' compensation leave will run concurrently with any other applicable medical leave of absence.

40

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee

should give **the Principal (or MERF Human Resources for MERF employees)** thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should consult **MERF Human Resources.**

RETIREMENT

Certificated Staff Members

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in the State Teachers' Retirement System (STRS).

Classified Staff Members

All full-time non-certificated staff members, including, but not limited to, office staff and instructional aides, are eligible to participate in the Public Employees' Retirement System (PERS).

All part-time non-certificated employees hired to work six months or more become eligible to participate in PERS on the date of hire. For part-time employees, they become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year.

All non-credentialed employees also contribute to Social Security.

Oversight of Benefits

The HR Department and the Finance Department at the MPS Home Office are responsible for monitoring the appropriate administration of

41

benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, workers' compensation, and other payroll obligations.

All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The Charter School will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the County.

EMPLOYMENT EVALUATION AND SEPARATION

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by **his or her direct supervisor.** Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that is has been presented to you, that you have discussed it with **your**

direct supervisor, and that you are aware of its contents. The evaluation system or any failure to evaluate an employee in no way alters the at-will employment relationship.

Newly hired employees may have their performance goals reviewed by **your direct supervisor** within the first **ninety (90)** days of employment.

Discipline and Involuntary Termination

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions and/or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

The disciplinary process will be determined by the School in light of the facts and circumstances of each case. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. With the exception of substitute employees and temporary employees, these policies apply to all employees of the School and apply to all job-related activities of such employees.

Violations of the Employee Handbook, employment agreement, MPS charter, or applicable law are all independently and collectively considered misconduct and will result in disciplinary action up to and including release from at-will employment.

Voluntary Termination

Except if stated expressly otherwise by employment contract, either the employee or the School may terminate the at-will employment

42

relationship at any time, with or without notice and with or without cause. While it is not required, the School requests that at-will employees electing to resign give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview will normally be scheduled on the last day of work with **your direct supervisor**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any School property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment.

Pay at Time of Separation

Employees separated from employment will be paid for time worked according to applicable laws. For full-time employees who are employed for less than a full pay period in their last month, salary payments are computed on the basis of actual working days in the month. For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

The School will buy back all unused sick leave days from employees at the rate of $150 per day or at the employee's current rate of pay, whichever is lower. Employees must work for the School for at least thirty (30) days before they may be eligible to receive their accrued, unused paid sick leave paid out upon job separation. Employees who are terminated based on misconduct or unprofessionalism, or who resign under suspicion of misconduct or unprofessionalism, are not eligible to have paid sick leave paid to them upon their separation from the School.

Pay for earned but unused vacation time will be provided to full-time employees at time of separation at the employee's current rate of pay. Final pay, including pay for any earned but unused sick leave days and vacation time, and if applicable, pay for summer holdback for full-time teaching staff, will be provided in accordance with applicable law.

References

All requests for references and employment verifications must be promptly directed to **your direct supervisor**. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment, the title of the last position held, and length of service. Other employees may not provide any employment verifications or provide a professional reference on behalf of the School for another employee.

INTERNAL COMPLAINT REVIEW & OPEN DOOR

Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact **the Principal (or MERF Human Resources for MERF employees)** with your questions or concerns. If the situation is not resolved to your satisfaction, please contact **MERF Human Resources**, preferably in writing, who will further investigate the issue.

Internal Complaint Review

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have

43

free access to **the CEO** or **Board of Directors** to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints:
(Complaints by Employees against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with **your direct supervisor**. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by **the Principal (or the CEO (or designee) for MERF employees):**

➢ The complainant will bring the matter to the attention of **the Principal (or the CEO (or designee) for MERF employees)** as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

➢ The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. **The Principal (or the CEO for MERF employees) (or designee)** will then investigate the facts and provide a solution or explanation;

➢ If the complaint is about the Principal**,** the complainant may file his or her complaint in a signed writing to the **CEO (or designee.) The CEO (or designee)** will then investigate the facts and provide a solution or explanation;

➢ If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to **the President of the School's Board of Directors**, who will then confer with the Board and may conduct a fact-finding or authorize a third

party investigator on behalf of the Board. **The Board President or investigator** will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees:
(Complaints by Third Parties against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of **the Principal or the CEO** (if the complaint concerns the Principal) or **the Board President** (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, **the Principal (or the CEO (or the Board President)) (or designee)** shall abide by the following process:

➢ **The Principal (or the CEO) (or designee)** shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

➢ In the event that **the Principal (or the CEO) (or designee)** finds that a complaint against an employee is valid, **the Principal (or the CEO) (or designee)** may take appropriate disciplinary action against the employee. As appropriate, **the Principal (or the CEO) (or designee)** may also simply counsel/reprimand employees as to their

44

conduct without initiating formal disciplinary measures.

➢ **The Principal's (or the CEO's) (or designee's)** decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements:

➢ Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

➢ Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

➢ Resolution: The Board (if a complaint is about the CEO) or the CEO (if a complaint is about the Principal or MERF

employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

MPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

45

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the COO, Principal, MERF Human Resources, or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

MPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

_____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____   Date: _____
      Signature of Complainant

_____

Print Name

Received by:_____   Date: _____

APPENDIX B

<u>INTERNAL COMPLAINT FORM</u>

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____   Date: _____
Signature of Complainant

_____
Print Name

To be completed by School:

Received by: _____   Date: _____

ITEM	PAGE 18/19	PAGE 19/20	TYPE of REVISION	2018-2019 MPS EMPLOYEE HANDBOOK	2019-2020 MPS EMPLOYEE HANDBOOK
**APPENDIX 3: CHANGES MADE TO THE 2018-19 HANDBOOK & REVISIONS & CONTRIBUTIONS (X= WAS NOT AVAILABLE)**
1	GENERAL	GENERAL	Delete	Such as Paycom	No wordings of specific companies such as Paycom, only Human Capital Management System is used
2	GENERAL	GENERAL	Change	Two column format	One column formatted
3	N/A	38	Add	X	MERF offered benefit chart table
4	GENERAL	GENERAL	Delete/Add	such as Charter Safe	No wordings of specific companies such as Charter Safe. Added Electronic tools, website, onsite/online tools
5	3	9	Change	All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.	All employees required to receive mandated reporter training. Employees must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of the employee's employment start date.
6	N/A	22	Add	X	Surveillance camera wording is added for MSA-2
7	9	15	Change	All current employees receive sexual harassment training every two (2) years.	All current employees receive sexual harassment training every school year.
8	N/A	24	Add	X	Employee Classification Table
9	16	N/A	Delete	Summer working hours	X
10	16	N/A	Delete	Hourly/non-exempt employees may be subject to reduced hours during summer.	X
11	17	26	Change	Lactation accommodation	Updated with respect to the new law as of January 1, 2019 about "Lactation" is embedded
12	N/A	27	Add	X	The total number of pay periods may vary depending on the starting and ending date of employment.
13	18	27	Change	employees will receive their pay on the next day of work after the day (s) off.	employees will receive their pay no later than the next day of work after the day(s) off.
14	18	28	Change	The School's business office maintains a supply of these forms.	Human Resources Department maintains a supply of these forms.
15	19	28	Change	The School uses a Board approved employee pay raise scale to determine salaries for full-time employees. Please refer to the scale for details.	The School uses the Board approved employee pay raise scales to determine the salaries for full-time teaching staff and non-classroom based academic personnels and school leaders. Home Office employees' pay is determined by the MPS Board approved salary band. Please refer to the scales for details. For school level classified employees, the pay is primarily determined by the work classification and individual performance.
16	N/A	29	Add	X	CHART OF CONSEQUENCES FOR TARDINESS AND ABSENCES
17	N/A	28	Add	X	School and MPS organized In-Service and Professional Development days are considered regular working days, employees are expected to be present on those days.
18	19	29	Change	If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction must be initialed by both the employee and the Principal.	If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal to make the correction and such correction request must be approved by the Principal.
19	19	30	Change	No one may record hours worked on another's worksheet.	No one may record hours worked on another's time card.
20	20	30	Change	Employees may be required to attend trainings, lectures and meetings outside of regular working hours.	Employees may be required to attend online/onsite trainings, lectures and meetings outside of regular working hours.
21	N/A	30	Add	X	All staff will be paid for the total hours of mandatory trainings plus travel time and mileage reimbursement (if applicable) with respect to MPS Reimbursement Policy.
22	20	30	Change	In general, all expenses must have been previously approved in CoolSIS or another form of electronic communication or form designated by school administration by the Principal (or the CEO (or designee) for MERF employees). All reimbursement forms must be completed in its entirety and submitted in CoolSIS.	In order to be eligible for reimbursement, employees must follow the protocol set forth in the MERF's policy regarding expenditures, a copy of which may be obtained from the Principal (or MERF Human Resources for MERF employees). MERF Purchase Policies and Procedures Manual requires all employee expense or purchase plans to be pre-approved by his/her supervisor. All new and continuing tuition reimbursement requests must be pre-approved annually by employee's supervisor as stated in the MPS Tuition Policy.
23	N/A	30	Add	X	Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.
24	23	34	Change	Legal holidays 2018-2019 table and dates	School holidays 2019-2020 table and dates
25	23	35	Change	Schools Breaks and Dates 2018-2019	Schools Breaks and Dates 2019-2020
26	23	35	Change	Typically, full-time teaching staff will have five (5) days of paid Thanksgiving break, fifteen (15) days of paid winter break, and five (5) days of paid spring break. School administrators, school classified employees, and MERF employees will have three (3) days of paid Thanksgiving break, three (3) days of paid spring break, and eleven (11) days of paid winter break. Part-time employees are not compensated during the Thanksgiving, winter and spring breaks.	Typically, full-time teaching staff/non-classroom based academic positions will have five (5) days of paid Thanksgiving Break, fifteen (15) days of paid Winter Break (ten (10) days of paid Winter Break for San Diego), and five (5) days of paid Spring Break. Full-time School-site administrators, classified exempt 12 month employees, and MERF employees will have three (3) days of paid Thanksgiving Break, three (3) days of paid Spring Break, and thirteen (13) days of paid Winter Break (eight (8) days of paid Winter Break for San Diego). Part-time, temporary, and seasonal employees, and independent contractors, are not compensated during School breaks.

27	24	35	Change	Floating holidays cannot be cashed out but they do rollover.	Floating holidays cannot be cashed out and cannot be rolled over.
28	25	37	Change	Sick leave must be taken by eligible employees in increments of two (2) hours.	Employees cannot use paid sick leave until the thirtieth (30th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of one (1) hour. However, sick leave related to tardiness for a sick leave related purpose may be deducted in thirty (30) minute increments.
29	24	N/A	Delete	When some vacation is used, vacation hour will begin to accrue again.	X
30	24	36	Change	On termination of employment, the employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.	On termination of employment, the eligible employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.
31	25	N/A	Delete	Paid sick leave is available to all MPS employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment, and who work at least two (2) hours per week.	X
32	25	38	Change	For part-time employees, MPS will track sick leave based on the number of hours worked. Part-time staff will be credited with 24 hours of sick leave at the start of the school year. All full-time employees will be credited with forty-eight (48) hours of sick leave at the beginning of each school year. Furthermore, all full-time employees will accrue additional sick leave for each pay period worked up to a maximum of eighty (80) hours per year.	Part-time staff will be credited with forty-eight (48) hours of sick leave at the start of the school year. All full-time employees will be credited with forty-eight (48) hours of sick leave at the beginning of each school year. In addition to the credited forty-eight (48) hours, all 11 and 12-month full time employees will accrue 2 sick leave hours per pay period. The maximum accrued sick leave hours per year is eighty (80). Paid sick leave can be used by all MPS employees who work for at least thirty (30) days within the span of a single calendar year from the commencement of employment.
33	N/A	37	Add	X	MPS Employee Sick Hours Table
34	26	39	Change	The School may reimburse the employee at the rate of $150 per month if he or she is enrolled in a separate health insurance benefit program and declines the employer-sponsored health insurance benefits in writing by no later than September of each year.	The School may provide the employee a stipend payment at the rate of $150 per month if he or she is enrolled in a separate health insurance benefit program and declines all employer-sponsored health insurance benefits (i.e. medical, vision, and dental) in writing by no later than within the month of August of each year. MPS will not provide a stipend to employees who will receive or have employer-sponsored health insurance coverage through an actively working spouse of MPS.
35	N/A	40	Add	X	After the end of the open enrollment or once the employee selects a plan, employee may not cancel or convert from HMO to PPO or vice versa until the next open enrollment unless there is a qualifying event such as birth of a child, loss of coverage, marital status.
36	36	51	Change	Employees will be allowed up to five (5) consecutive working days off to arrange and attend the funeral of an immediate family member.	All MPS employees excluding temporary/seasonal employees will be allowed up to five (5) paid consecutive working days off to arrange and attend the funeral of an immediate family member.
37	N/A	51	Add	X	Employees should contact the Principal or the Human Resources department to request bereavement leave. All bereavement requests should be in writing to the Principal or Human Resources department.
38	N/A	57	Add	X	MERF may utilize secure online staff evaluation platform to evaluate staff performances. Performance evaluations will be conducted annually.
39	N/A	**59**	Add	X	Employees can always utilize the Uniform Complaint Policy (UCP) form which exists in MPS website to file complaints.
40	9	15	Change	All supervisors of staff will receive two (2) hours or sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter.	All employees will receive sexual harassment prevention training within six (6) weeks of hire. Additionally, all returning employees will receive sexual harassment prevention training on an annual basis, to be completed within six (6) weeks of the new school year.
41	N/A	22	Add	X	Use of Personal Property Employees are not encouraged to bring in personal property or materials for use in the School setting. If an employee has a personal property item he or she would like to bring in for School use, the employee must first gain approval by MPS. MPS will not be responsible or liable for the property item. The employee assumes all liability for any damage or injury caused by bringing in a personal property item. The employee may be subject to discipline for a violation of this policy. The School will not be liable for lost, stolen or damaged person property items, and such items are brought in at the employee's own risk.
42	14	N/A	Delete	Participation in Recreational or Social Activities Employees may participate in out-of-work activities sponsored or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in non-work recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in non-work social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.	X
43	N/A	24	Add	X	Temporary/seasonal full-time and part-time section added to the chart with definition and benefits explanation

44	N/A	24	Add	X	Independent contractor added to the chart with definition and benefits explanation
45	N/A	25	Add	X	This required work is distinguishable from the employee's involvement in non-work volunteer activities, which are not required by the employee's employment.
46	N/A	35	Add	X	Floating holidays are provided at the start of each school year.
47	24	36	Change	Vacation accruals may not exceed an employee's current annual entitlement, plus 80 hours.	Max Cap (in the chart)
48	25	N/A	Delete	Employees are expected to use all their accrued vacation no later than July 31, 2020, unless otherwise agreed to by the employee and his or her direct supervisor upon the MPS CEO's approval. However, the School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services.	X
49	25	37	Change	Part-time staff will be credited with twenty-four (24) hours of sick leave at the start of the school year.	Part-time staff will be credited with forty-eight (48) hours of sick leave at the start of the school year.
50	36	N/A	Delete	Medical Leave of Absence At the discretion of MERF Human Resources, an unpaid medical leave of absence may be granted up to sixty (60) working days to employees who are not eligible for other leaves. Ask MERF Human Resources for information on medical leaves of absence, and any implications unpaid medical leave may have on your eligibility for employee benefits, including medical benefit plan coverage.	X
51	16	N/A	Delete	Summer (Reduced) Working Hours Table	X
52	N/A	29	Add	X	**CHART OF CONSEQUENCES FOR TARDINESS AND ABSENCES**
53	23	34	Change	"Legal Holidays" chart	**Day after Thanksgiving* November 29, 2019** **Winter Break Holiday** December 26, 2019** Spring Break Holiday*** April 8, 2020 (April 1, 2020 for San Diego only) Spring Break Holiday*** April 9, 2020 (April 2, 2020 for San Diego)
54	23	34	Change	All full-time employees will receive the following paid school breaks: -Thanksgiving Break (including the Thanksgiving Day) -Winter Break (including the Christmas Day and New Year's	All full-time exempt employees will receive the following paid school breaks (which may include, and are not in addition to, the School Holiday Schedule above): ☐ Thanksgiving Break (including Thanksgiving Day and the Day after Thanksgiving) ☐ Winter Break (including the Christmas Day, Winter Break Holiday, and New Year's Day) ☐ Spring Break (including Spring Break Holiday)
55	24	35	Change	School administrators, school classified employees, and MERF employees (in the chart)	School administrators, classified exempt 12 month employees, and MERF employees:
56	24	N/A	Delete	Summer working hours apply on the days of school breaks that full-time teaching staff takes off and school administrators, school classified employees, and MERF employees work.	X
57	24	35	Change	the general rule of thumb is that full-time teaching staff will take the whole break off in the school calendar while the school administrators and school classified employees will have two (2) days less off.	If a school site has a different schedule of breaks and/or additional breaks other than those listed above, such as fall break, Presidents' week, etc., the general rule of thumb is that full-time teaching staff will take the whole break off in the school calendar while the School administrators and MERF employees will have two (2) days less off. Full-time, hourly classified staff are only eligible for pay according to the School Holiday Schedule above.
58	24	36	Change	employees accrue vacation from the date of hire at the following accrual rates:	12 month employees accrue vacation from the date of hire at the following accrual rates:
59	24	36	Change	Vacation accrual School Admin and MERF 6.67 hours per pay period (in the chart)	8 hours per pay period (changes in the chart)
60	24	36	Change	Vacation accrual Classified 5 hours per pay period (in the chart)	6 hours per pay period (changes in the chart)
61	N/A	36	Add	X	As a benefit to employees, eligible employees will accrue the maximum vacation time prior to the end of the year to facilitate their use of vacation time before the end of the year. This accelerated accrual does not entitle eligible employees to vacation time above and beyond their yearly accrual, as indicated in the chart above.
62	25	36	Change	Teaching staff does not accrue vacation	11 month employees, including non-classroom based academic employees and Teaching staff do not accrue vacation
63	25	N/A	Delete	Full-time teaching staff work on an 11-month work schedule, i.e. August through June.	X
64	N/A	37	Add	X	all 11 and 12 month full time employees will accrue 2 sick leave hours per pay period....Seasonal/Temporary 1 hour every 30 hours work

65	N/A	39	Add	X	MERF Offered Benefits Chart
66	27	40	Change	Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. An enrollment form must be submitted to the MERF Human Resources as soon as possible. The form serves as a request for coverage and authorizes any payroll deductions necessary to pay for coverage.	Subject to health insurance carrier approval, employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. The employee is responsible for logging into MPS's Human Capital Management System and properly enrolling in any selected plans.
67	N/A	25	Add	X	Hourly employees will only be paid for the hours actually worked unless accrued paid leave is used or during a paid holiday for eligible employees.

APPENDIX 4 of Board Report of Employee Handbook 2019-20

MAGNOLIA PUBLIC SCHOOLS

Business Calendar 2019-2020 for LA, Santa Ana & MERF & Classified Employees & School Leaders

July 2019

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August 2019

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September 2019

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October 2019

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2019

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December 2019

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January 2020

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February 2020

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March 2020

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2020

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2020

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2020

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Breaks & Handbooks

Independence Day	7/4/2019
Labor Day	9/2/2019
Veterans Day	11/11/2019
Thanksgiving Eve Break	11/27/2019
Thanksgiving Break-Day 1	11/28/2019
Thanksgiving Break-Day 2	11/29/2019
Winter Break	12/25/19-01/10/20
MLK Day	1/20/2020
Presidents Day	2/17/2020
Cesar Chavez Day	4/3/2020
Spring Break	4/9 & 4/10
Memorial Day	5/25/2020

LEGEND

HOLIDAY-NO BUSINESS DAY	
BREAK-NO BUSINESS DAY	
BUSINESS DAY	

Important Academic Dates

1st Day of School	8/20/2019
1st Day of Second Semester	1/13/2020
Last Day of School	6/12/2020

Business hours

School Sites	07:30AM-04:00PM
MERF	08:30AM-05:00PM

MAGNOLIA PUBLIC SCHOOLS
Business Calendar 2019-2020 for MSA San Diego Classified Employees & School Leaders

July 2019

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August 2019

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September 2019

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October 2019

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2019

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December 2019

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January 2020

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February 2020

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March 2020

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2020

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2020

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2020

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Breaks & Handbooks	
Independence Day	7/4/2019
Labor Day	9/2/2019
Veterans Day	11/11/2019
Thanksgiving Eve Break	11/27/2019
Thanksgiving Break-Day 1	11/28/2019
Thanksgiving Break-Day 2	11/29/2019
Winter Break	12/25/19-01/03/20
MLK Day	1/20/2020
Presidents Day	2/17/2020
Spring Break	4/1 & 4/2
Cesar Chavez Day	4/3/2020
Memorial Day	5/25/2020

LEGEND	
HOLIDAY-NO BUSINESS DAY	
BREAK-NO BUSINESS DAY	
BUSINESS DAY	

Important Academic Dates	
1st Day of School	8/20/2019
1st Day of Second Semester	1/7/2020
Last Day of School	6/5/2020

Business hours	
School Sites	07:30AM-04:00PM
MERF	08:30AM-05:00PM

APPENDIX 5 of Board Report of Employee Handbook 2019-20

MAGNOLIA PUBLIC SCHOOLS

2019-20 LA-SA-MERF Chart for Eligibility for Paid Breaks and Holidays

School Admin & Home Office & Classified Employees Holidays/Breaks Eligibility Chart 2019-20		Full-Time								Part-Time (20-29.99 hr/week)		Part-Time (less than 20 hr/week)	
		School Admin & Home Office		Classified						Classified			
		12-Months		12-Months				11-Months		Part-Time			
		Salaried		Salaried		Hourly		Hourly		Hourly			
		ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS
Independence Day	7/4/2019	YES	1	YES	1	YES	1	NO	0	NO	0	NO	0
Labor Day	9/2/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Veterans Day	11/11/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Thanksgiving Eve	11/27/2019	YES	1	YES	1	NO	0	NO	0	NO	0	NO	0
Thanksgiving Break-Day 1	11/28/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Thanksgiving Break-Day 2	11/29/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Winter Break	12/25,12/26, 12/27	YES	3	YES	3	YES	3	YES	3	NO	0	NO	0
Winter Break	12/30/2019	YES	1	YES	1	NO	0	NO	0	NO	0	NO	0
Winter Break	12/31/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Winter Break	1/1/2020	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Winter Break	01/02-01/10/2020	YES	7	YES	7	NO	0	NO	0	NO	0	NO	0
MLK Day	1/20/2020	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Presidents Day	2/17/2020	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Cesar Chavez Day	4/3/2020	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Spring Break	4/8/2020	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Spring Break	4/9/2020	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Spring Break	4/10/2020	YES	1	YES	1	NO	0	NO	0	NO	0	NO	0
Memorial Day	5/25/2020	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
TOTALS			**26**		**26**		**16**		**15**		**0**		**0**

WHICH EMPLOYEES WILL BE PAID DURING SUMMER PAYROLLS?						
JULY 15, 2019 PAYROLL	YES	YES	YES	NO	(*)	(*)
JULY 31, 2019 PAYROLL	YES	YES	YES	NO	(*)	(*)
JUNE 15, 2020 PAYROLL	YES	YES	YES	YES	(*)	(*)
JUNE 30, 2020 PAYROLL	YES	YES	YES	YES	(*)	(*)

(*): School administration decides on employing Part-Time Employees during June and July depending on school's needs. In case a part time employee works during the months of June and July, the administration will run the school's payroll accordingly.

MAGNOLIA PUBLIC SCHOOLS											
2019-20 MSA San Diego Chart for Eligibility for Paid Breaks and Holidays											
School Admin & Home Office & Classified Employees Holidays/Breaks Eligibility Chart 2019-20		**Full-Time**								**Part-Time (20-29.99 hr/week)**	**Part-Time (less than 20 hr/week)**
		School Admin & Home Office		**Classified**						**Classified**	
		12-Months		12-Months				11-Months		Part-Time	
		Salaried		Salaried		Hourly		Hourly		Hourly	
		ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS
Independence Day	7/4/2019	YES	1	YES	1	YES	1	NO	0	NO	0	NO	0
Labor Day	9/2/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Veterans Day	11/11/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Thanksgiving Eve	11/27/2019	YES	1	YES	1	NO	0	NO	0	NO	0	NO	0
Thanksgiving Break- Day 1	11/28/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Thanksgiving Break- Day 2	11/29/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Winter Break	12/25,12/26, 12/27	YES	3	YES	3	YES	3	YES	3	NO	0	NO	0
Winter Break	12/30/2019	YES	1	YES	1	NO	0	NO	0	NO	0	NO	0
Winter Break	12/31/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Winter Break	1/1/2020	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Winter Break	01/02, 01/03	YES	2	YES	2	NO	0	NO	0	NO	0	NO	0
MLK Day	1/20/2020	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Presidents Day	2/17/2020	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Spring Break	4/1/2020	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Spring Break	4/2/2020	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Cesar Chavez Day	4/3/2020	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Memorial Day	5/25/2020	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
TOTALS			**20**		**20**		**16**		**15**		**0**		**0**

WHICH EMPLOYEES WILL BE PAID DURING SUMMER PAYROLLS?					
JULY 15, 2019 PAYROLL	YES	YES	YES	NO	(*)	(*)
JULY 31, 2019 PAYROLL	YES	YES	YES	NO	(*)	(*)
JUNE 15, 2020 PAYROLL	YES	YES	YES	YES	(*)	(*)
JUNE 30, 2020 PAYROLL	YES	YES	YES	YES	(*)	(*)

(*): School administration decides on employing Part-Time Employees during June and July depending on school's needs. In case a part time employee works during the months of June and July, the administration will run the school's payroll accordingly.

APPENDIX 6 of Board Report of Employee Handbook 2019-20

MAGNOLIA PUBLIC SCHOOLS

2018-19 LA-SA-MERF Chart for Eligibility for paid breaks and Holidays

School Admin & Home Office & Classified Employees Holidays/Breaks Eligibility Chart 2018-19		Full-Time							Part-Time (20-29.99 hr/week)		Part-Time (less than 20 hr/week)	
		School Admin & Home Office		Classified					Classified			
		12-Months		12-Months				11-Months	Part-Time			
		Salaried		Salaried		Hourly		Hourly	Hourly			
		ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS
Independence Day	7/4/2018	YES	1	YES	1	YES	1	NO	0	NO	0	NO	0
Labor Day	9/3/2018	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Veterans Day	11/12/2018	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Thanksgiving Eve	11/21/2018	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Thanksgiving Break-Day 1	11/22/2018	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Thanksgiving Break-Day 2	11/23/2018	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Winter Break	12/19,12/20,12/21	YES	3	YES	3	YES	3	YES	3	NO	0	NO	0
Winter Break	12/24/2018-01/04/2019	YES	10	YES	10	YES	10	YES	10	NO	0	NO	0
MLK Day	1/21/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Presidents Day	2/18/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Cesar Chavez Day	4/1/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Spring Break	4/17-4/19/2019	YES	3	YES	3	YES	3	YES	3	NO	0	NO	0
Memorial Day	5/27/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
TOTALS			26		26		26		25		0		0

WHICH EMPLOYEES WILL BE PAID DURING SUMMER PAYROLLS?						
JULY 15, 2018 PAYROLL	YES	YES	YES	NO	(*)	(*)
JULY 31, 2018 PAYROLL	YES	YES	YES	NO	(*)	(*)
JUNE 15, 2019 PAYROLL	YES	YES	YES	YES	(*)	(*)
JUNE 30, 2019 PAYROLL	YES	YES	YES	YES	(*)	(*)

(*): School administration decides on employing Part-Time Employees during June and July depending on school's needs. In case a part time employee works during the months of June and July, the administration will run the school's payroll accordingly.

MAGNOLIA PUBLIC SCHOOLS											
2018-19 MSA San Diego Chart for Eligibility for paid breaks and Holidays											
School Admin & Home Office & Classified Employees Holidays/Breaks Eligibility Chart 2018-19		Full-Time						Part-Time (20-29.99 hr/week)		Part-Time (less than 20 hr/week)	
		School Admin & Home Office	Classified					Classified			
		12-Months	12-Months		11-Months			Part-Time			
		Salaried	Salaried		Hourly		Hourly	Hourly			
		ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS	ELIGIBILITY	DAYS
Independence Day	7/4/2018	YES	1	YES	1	YES	1	NO	0	NO	0	NO	0
Labor Day	9/3/2018	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Veterans Day	11/12/2018	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Thanksgiving Eve	11/21/2018	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Thanksgiving Break-Day 1	11/22/2018	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Thanksgiving Break-Day 2	11/23/2018	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Winter Break	12/19,12/20,12/21	YES	3	YES	3	YES	3	YES	3	NO	0	NO	0
Winter Break	12/24/2019-01/04/2019	YES	10	YES	10	YES	10	YES	10	NO	0	NO	0
MLK Day	1/21/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Presidents Day	2/18/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Cesar Chavez Day	4/1/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
Spring Break	4/17-4/19/2019	YES	3	YES	3	YES	3	YES	3	NO	0	NO	0
Memorial Day	5/27/2019	YES	1	YES	1	YES	1	YES	1	NO	0	NO	0
TOTALS			26		26		26		25		0		0

WHICH EMPLOYEES WILL BE PAID DURING SUMMER PAYROLLS?						
JULY 15, 2018 PAYROLL	YES	YES	YES	NO	(*)	(*)
JULY 31, 2018 PAYROLL	YES	YES	YES	NO	(*)	(*)
JUNE 15, 2019 PAYROLL	YES	YES	YES	YES	(*)	(*)
JUNE 30, 2019 PAYROLL	YES	YES	YES	YES	(*)	(*)

(*): School administration decides on employing Part-Time Employees during June and July depending on school's needs. In case a part time employee works during the months of June and July, the administration will run the school's payroll accordingly.

APPENDIX 7							
CHART 1							
SAVINGS WITH **2018-19** NUMBERS IF THE **19-20 HANDBOOK** WAS USED						SAVINGS TOTAL BY SITE	
CLASSIFIED FULLTIME HOURLY EMPLOYEES							
	12 MONTH HOURLY			11 MONTH HOURLY			
	SAVED DAYS		10	SAVED DAYS		10	
	# OF EMPLOYEES	Average Pay	SAVED $	# OF EMPLOYEES	Average Pay	SAVED $	
MSA-1	5	$18.38	$7,352.00	3	$16.89	$4,053.60	*$11,405.60*	MSA-1
MSA-2	5	$18.19	$7,276.00	3	$17.72	$4,252.80	*$11,528.80*	MSA-2
MSA-3	8	$20.66	$13,222.40	0	$0.00	$0.00	*$13,222.40*	MSA-3
MSA-4	0	$0.00	$0.00	0	$0.00	$0.00	*$0.00*	MSA-4
MSA-5	1	$18.02	$1,441.60	0	$0.00	$0.00	*$1,441.60*	MSA-5
MSA-6	1	$16.65	$1,332.00	0	$0.00	$0.00	*$1,332.00*	MSA-6
MSA-7	2	$19.49	$3,118.40	3	$21.46	$5,150.40	*$8,268.80*	MSA-7
MSA-8	9	$17.63	$12,693.60	0	$0.00	$0.00	*$12,693.60*	MSA-8
MSA-SA	2	$17.51	$2,801.60	7	$18.06	$10,113.60	*$12,915.20*	MSA-SA
MSA-SD	3	$19.52	$4,684.80	3	$19.64	$4,713.60	*$9,398.40*	MSA-SD
SUBTOTAL OF EMPLOYEES	36			19			

TOTAL # OF EMPLOYEES	55
TOTAL ANNUAL SAVINGS	**$82,206.40**

CHART 2					
PART TIMERS ADDITIONAL 24 HOURS LESS 16 FLOATING HOURS COST ANALYSIS					
Add 24 hours to each part timer	Less 16 Floating from each part timer	Total hours increase per site per employee	Number of Part time Employees per site	Average Rate per employee	Total effect per site
MSA-1	24	16	8	8	$18.75	$1,200.00
MSA-2	24	16	8	0	$18.75	$0.00
MSA-3	24	16	8	0	$18.75	$0.00
MSA-4	24	16	8	5	$18.75	$750.00
MSA-5	24	16	8	6	$18.75	$900.00
MSA-6	24	16	8	2	$18.75	$300.00
MSA-7	24	16	8	10	$18.75	$1,500.00
MSA-8	24	16	8	1	$18.75	$150.00
MSA-SA	24	16	8	11	$18.75	$1,650.00
MSA-SD	24	16	8	2	$18.75	$300.00

Total # of Employees	45	TOTAL $ EXTRA COST	$6,750.00

CHART 3			
	CHART 1 SAVINGS	CHART 2 EXTRA EXPENSE	NET SAVING PER SITE
MSA-1	$11,405.60	$1,200.00	$10,205.60
MSA-2	$11,528.80	$0.00	$11,528.80
MSA-3	$13,222.40	$0.00	$13,222.40
MSA-4	$0.00	$750.00	-$750.00
MSA-5	$1,441.60	$900.00	$541.60
MSA-6	$1,332.00	$300.00	$1,032.00
MSA-7	$8,268.80	$1,500.00	$6,768.80
MSA-8	$12,693.60	$150.00	$12,543.60
MSA-SA	$12,915.20	$1,650.00	$11,265.20
MSA-SD	$9,398.40	$300.00	$9,098.40

MPS NET SAVING	$75,456.40