Magnolia Public Schools

Regular Board Meeting

Date and Time
Thursday January 23, 2020 at 6:00 PM PST

Location
MSA-3 1254 E. Helmick St., Carson, CA 90746

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 Board Members are joining from:
By dialing into; 1.312.584.2401,,,1948435#
• MSA-1 18238 Sherman Way, Reseda, CA 91335
• MSA-2 17125 Victory Blvd., Van Nuys, CA 91406
• MSA-4 11330 W. Graham Pl., Los Angeles, CA 90064
• MSA-5 18230 Kittridge St., Reseda, CA 91335
• MSA-6 3754 Dunn Dr., Los Angeles, CA 90034
• MSA-7 18355 Roscoe Blvd., Northridge, CA 91325
• MSA-8 6411 Orchard Ave., Bell, CA 90201
• MSA-Santa Ana 2840 W. 1st St., Santa Ana, CA 92703 (Mr. Shohrat Geldiyev)
• MSA-San Diego 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
• 1363 Ridgecrest Rd Pinole, CA 94564 (Mr. Serdar Orazov)
• 4701 Patrick Henry Dr. Bldg#25, Santa Clara, CA 95054 (Dr. Umit Yapanel)

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 Home Office. If you need special assistance to attend the meeting, please notify Barbara Torres at (213) 628-3634 x100, 24 hours before the meeting to make arrangements.

Any public records relating to an agenda item for an open session 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:
Mr. Haim Beliak, Chair
Dr. Umit Yapanel, Vice-Chair
Ms. Diane Gonzalez
Ms. Sandra Covarrubias
Mr. Serdar Orazov
Dr. Salih Dikbas
Mr. Shohrat Geldiyev

CEO & Superintendent:
Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			**6:00 PM**
Opening Items			
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 December 5, 2019 Regular Board Meeting Minutes	Approve Minutes		1 m
Approve minutes for Regular Board Meeting on December 5, 2019			
H. Approval of December 15, 2019 Special AdHoc Board Meeting Minutes	Approve Minutes		1 m
Approve minutes for Special AdHoc Committee Meeting on December 15, 2019			
I. Approval of December 15, 2019 Board Retreat Meeting Minutes	Approve Minutes		1 m
Approve minutes for Board Retreat on December 15, 2019			
II. Closed Session Items			**6:17 PM**
A. Public Announcement of Closed Session	FYI	Haim Beliak	1 m
B. Conference with Legal Counsel-Potential Litigation- Three Matters	Discuss	Alfredo Rubalcava	15 m
C. Public Employment- One Matter	Discuss	Alfredo Rubalcava	5 m
D. Report Out From Closed Session	FYI	Haim Beliak	1 m
III. Consent Items			**6:39 PM**
A. Approval of School Accountability Report Cards (SARC) for all MPS	Vote	David Yilmaz	2 m
IV. Action Items			**6:41 PM**
A. Approval of Revised English Learner Master Plan for Magnolia Public Schools	Vote	Katie Mann	10 m
B. Approval of Revised 2019-20 MPS Employee Handbook	Vote	Derya Hajmeirza	5 m
C. Approval of Additional Expense for Special Educational Services for MSA-8	Vote	Jason Hernandez	5 m
D. Approval of Revised Interest Rate for Intra-Organizational Loan Between MSA-5 and MSA-1	Vote	Nanie Montijo	10 m
V. Information/Discussion Items			**7:11 PM**
A. Finance Update for December 2019	FYI	Nanie Montijo	5 m
B. Facilities Updates	FYI	Patrick Ontiveros	10 m
VI. Closing Items			**7:26 PM**
A. Adjourn Meeting	Vote		

Cover Sheet

Approval of December 5, 2019 Regular Board Meeting Minutes

Section:	I. Opening Items
Item:	G. Approval of December 5, 2019 Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on December 5, 2019

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time
Thursday December 5, 2019 at 6:00 PM

Location
MSA-2 17125 Victory Blvd. Van Nuys, CA 91406

Board Members who called in participated from the following locations:
• MSA-4 11330 W. Graham Pl., Los Angeles, CA 90064
• MSA-Santa Ana 2840 W. 1st St., Santa Ana, CA 92703 (Mr. Shohrat Geldiyev)
• MSA-San Diego 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
• 1363 Ridgecrest Rd Pinole, CA 94564 (Mr. Serdar Orazov)
• 4701 Patrick Henry Dr. Bldg#25, Santa Clara, CA 95054 (Dr. Umit Yapanel)

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

Directors Present
D. Gonzalez, H. Beliak, S. Covarrubias, S. Dikbas (remote), S. Geldiyev (remote), S. Orazov (remote), U. Yapanel

Directors Absent
None

Directors Arrived Late

S. Dikbas

I. Opening Items

A. Call the Meeting to Order

U. Yapanel called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Dec 5, 2019 @ 6:15 PM at MSA-2 17125 Victory Blvd. Van Nuys, CA 91406.

B. Record Attendance and Guests

Please refer to attendance information stated above.

C. Pledge of Allegiance

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

D. Approval of Agenda

D. Gonzalez made a motion to approve the agenda as presented.
U. Yapanel seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

E. Public Comments

Students from the MSA 2's student government team presented their activities and accomplishments to the board, an MSA-2 parent requested that the board look into adding an additional classroom to the campus for parents to use for the various activities they are responsible for. MSA- SD Principal, G. Serce, informed the board of the charter petition renewal of MSA-San Diego. P. Ontiveros, MPS General Counsel and Facilities Director thanked the students for speaking to the board.

F. Communications: Board/Superintendent

A. Rubalcava, MPS CEO & Superintendent, elaborated on the MSA-San Diego charter petition renewal and introduced the new principal of MSA-2. Board members asked for all principals who were present to give and update on their school sites.

G. Approval of November 14, 2019 Regular Board Meeting Minutes

U. Yapanel made a motion to approve minutes from the Regular Board Meeting on 11-14-19. Regular Board Meeting on 11-14-19
H. Beliak seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

H. Approval November 22, 2019 Special Board Meeting Minutes

U. Yapanel made a motion to approve minutes from the Special Board Meeting on 11-22-19 with the requested change. Special Board Meeting on 11-22-19

H. Beliak seconded the motion.

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

Roll Call

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

II. Closed Session Items

A. Public Announcement of Closed Session

H. Beliak, MPS Board Chair, announced that the board would be going into Closed Session to discuss one potential litigation matter, one public employment matter and the board would report in Open Session any actions taken.

S. Dikbas arrived late.

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

This item was discussed in Closed Session.

C. Public Employment- One Matter

This item was discussed in Closed Session.

D. Report Out From Closed Session

H. Beliak, informed the public that the board had directed staff to follow up on the closed session matters but no actions were taken.

III. Action Items

A. Approval of Employment Compensation Adjustments

H. Beliak, MPS Board Chair, informed the board that this item was to replace the board members that had been formerly designated to oversee employment compensation adjustments and are not longer in the board.

H. Beliak made a motion to authorize the MPS Board Chair and Vice-Chair to discuss with and authorize the CEO and Superintendent to make payments for the purpose of making employment compensation adjustments or to call a special meeting of the board to discuss set action.

U. Yapanel seconded the motion.

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

Roll Call

D. Gonzalez	Aye
S. Orazov	Aye
H. Beliak	Aye
U. Yapanel	Aye
S. Dikbas	Aye
S. Covarrubias	Aye
S. Geldiyev	Aye

B. Approval of Use of Reserves for MSA-5 Textbook Purchases

B. Plonka, MSA-5 Principal reported to the board the need for new textbooks at MSA-5 for students to not have a need to share books and still have the opportunity to have books to take home. In addition to the need to replace books that are in poor condition, there has been an increase in enrollment that requires additional books. Board Member, S. Orazov asked for clarification on the funds budgeted for the books in the current year versus the additional funds being requested and asked for more careful planning during the budget process for future years. H. Beliak, MPS Board Chair, suggested to have history teachers present to board members their feedback on the history books being purchased and the curriculum being used during at a future time.

U. Yapanel made a motion to approve MSA-5's use of reserves for an unforeseen expense of needing 6th - 8th-grade History textbooks.

S. Covarrubias seconded the motion.

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

Roll Call

U. Yapanel	Aye
S. Covarrubias	Aye
S. Geldiyev	Aye
H. Beliak	Aye
D. Gonzalez	Aye
S. Orazov	Aye
S. Dikbas	Aye

C. Approval of MSA-4,6,7 Financial Benchmark Progress

A. Rubalcava, MPS CEO and Superintendent, informed the board of the progress on the financial benchmarks that was part of the settlement agreement with the Los Angeles Unified School District. He elaborated on the bank reconciliation reports, credit cards process, ACH, and other fiscal reporting procedures. A. Rubalcava, also mentioned that this report would be going to the authorizer to inform them of the progress on the benchmarks.

S. Orazov made a motion to approve the progress updates of the Fiscal Benchmarks.

S. Covarrubias seconded the motion.

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

Roll Call

U. Yapanel	Aye
D. Gonzalez	Aye
S. Dikbas	Aye
S. Geldiyev	Aye
S. Orazov	Aye
S. Covarrubias	Aye
H. Beliak	Aye

D. Approval of 2019-20 First Interim Financial Reports

This item was previously presented to the MPS Finance Committee. S. Orazov, MPS Finance Committee Chair, gave the board background information on how and why first interim reports are created. He explained that there was a decline in the revenue due to the student enrollment being lower than what was budgeted in the approved 2019-20 budget, these changes are reflected in first interim. A. Rubalcava, MPS CEO & Superintendent, went over the areas and funds that affected the revenue causing some of the schools to be in the red and how staff plans to address these changes. S. Orazov, suggested for staff to be more conservative in future budget proposals to be proactive about possible student enrollment declines and create a contingency for ADA funds.

H. Beliak made a motion to approve the 2019-20 recalculated home office management fees based on actual enrollment count, revised current year budget and submit the same as First Interim Reports for fiscal year 2019-20.

S. Orazov seconded the motion.

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

Roll Call	
H. Beliak	Aye
S. Covarrubias	Aye
D. Gonzalez	Aye
U. Yapanel	Aye
S. Orazov	Aye
S. Geldiyev	Aye
S. Dikbas	Aye

E. Approval of FY 2018-19 Audited Financial Reports

A. Rubalcava, MPS CEO & Superintendent, informed the board that the audit reports are not finalized and staff recommended to postpone the discussion and approval of these reports until the board retreat on December 15, 2019.

D. Gonzalez made a motion to postpone the approval and discussion of the audit reports to a special board meeting on December 12th or during the board retreat on December 15th.

S. Covarrubias seconded the motion.

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

Roll Call	
D. Gonzalez	Aye
S. Dikbas	Aye
H. Beliak	Aye
S. Covarrubias	Aye
S. Geldiyev	Aye
S. Orazov	Aye
U. Yapanel	Aye

IV. Information/Discussion Items

A. Review of Request for Proposal for School Information System (SIS)

D. Yilmaz, Chief Accountability Officer, explained the upcoming RFP process to the board for the school information system. J. Wade, MPS Assistant Executive Office Manager, explained how staff was getting feedback from the different stakeholders and what steps would follow to meet the internal deadlines of the RFP process and the evaluation process. D. Yilmaz, told the board that staff had done research on possible new SIS vendors and which work with the current vendor that can help the transition. All questions were addressed.

B. Facilities Updates

P. Ontiveros, MPS General Counsel and Facilities Director, gave the board updates on the ongoing facility projects for all MPS.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:35 PM.

Respectfully Submitted,
H. Beliak

Cover Sheet

Approval of December 15, 2019 Special AdHoc Board Meeting Minutes

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

Magnolia Public Schools

Minutes

Special AdHoc Committee Meeting

Date and Time
Sunday December 15, 2019 at 3:00 PM

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

MPS Ad-Hoc Committee Members:
Mr. Haim Beliak, Chair
Dr. Umit Yapanel
Ms. Diane Gonzalez
Ms. Sandra Covarrubias (alternate)

CEO & Superintendent:
Mr. Alfredo Rubalcava

Committee Members Present
D. Gonzalez, H. Beliak, S. Covarrubias

Committee Members Absent
U. Yapanel

I. Opening Items

A. Call the Meeting to Order
H. Beliak called a meeting of the Ad-Hoc Committee committee of Magnolia Public Schools to order on Sunday Dec 15, 2019 @ 6:55 PM at MPS Home Office: 250 E. 1st St. Ste. 1500 Los Angeles, CA 90012.

B. Record Attendance and Guests
S. Covarrubias joined as the alternate committee member on behalf of U. Yapanel who was unable to participate.

C. Public Comments

No public comments were made.

D. Approval of Agenda

D. Gonzalez made a motion to approve the agenda as presented.
H. Beliak seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

U. Yapanel	Absent
S. Covarrubias	Aye
H. Beliak	Aye
D. Gonzalez	Aye

II. Closed Session

A. Public Announcement of Closed Session

H. Beliak, Committee Chair, announced that committee members would be going into Closed Session to discuss one matter with potential litigation and would report out any actions taken.

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

This item was discussed in Closed Session.

C. Report Out From Closed Session

H. Beliak, Committee Chair, announced that no actions were taken but staff were directed on how to proceed.

III. Action Items

A. Approval of Prop 39 Change Order for MSA- 8

P. Ontiveros, MPS General Counsel and Facilities Director, explained the details regarding the approval of the LED lighting project at MSA-8. He stated that the contract had been previously approved but it was pending review from Los Angeles Unified School District, once reviewed, the amount of the contract was higher than previously approved, therefore a new approval was required. P. Ontiveros went over the two change order requests, but stated that the contract was still under the funds granted through Prop 39.
D. Gonzalez made a motion to approve the change orders attached as Exhibit A and Exhibit B for the LED lighting retrofit project at Magnolia Science Academy-8 located at 6411 Orchard Ave in the City of Bell.
H. Beliak seconded the motion.
The committee **VOTED** to approve the motion.

Roll Call

U. Yapanel	Absent
H. Beliak	Aye
S. Covarrubias	Aye
D. Gonzalez	Aye

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 7:30 PM.

Respectfully Submitted,

H. Beliak

Cover Sheet

Approval of December 15, 2019 Board Retreat Meeting Minutes

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

Magnolia Public Schools

Minutes

Board Retreat

Date and Time
Sunday December 15, 2019 at 9:00 AM

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

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

Directors Present
D. Gonzalez, H. Beliak, S. Covarrubias, S. Dikbas, S. Geldiyev, S. Orazov, U. Yapanel

Directors Absent
None

I. Opening Items

A. Call the Meeting to Order
H. Beliak called a meeting of the board of directors of Magnolia Public Schools to order on Sunday Dec 15, 2019 @ 9:20 AM at MPS Home Office: 250 E. 1st St. Ste. 1500 Los Angeles, CA 90012.

B. Record Attendance and Guests

All board members attended in person.

C. Pledge of Allegiance

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

D. Approval of Agenda

D. Gonzalez made a motion to approve the agenda as presented.
U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
U. Yapanel	Aye
D. Gonzalez	Aye
H. Beliak	Aye
S. Orazov	Aye
S. Dikbas	Aye
S. Covarrubias	Aye
S. Geldiyev	Aye

E. Public Comments

H. Beliak, MPS Board Chair, thanked all board members for being there in person. No other public comments were made.

II. Information/Discussion Items

A. CA School Dashboard & Overview of Academic Performance Org Wide

D. Yilmaz, Chief Accountability Officer, presented the schools' dashboard data to the board. He explained how to read the data and went over growth and improvements needed. The Academic Department members elaborated on the processes and supports that have been implemented in the various academic departments to support teachers and students in the successful growth. All questions were addressed.

B. Progress of 2019-2020 Academic Goals for Each Magnolia Science Academy

All ten MPS principals had the opportunity to inform the board of their progress in the 10 school goals, their subgroup information and elaborated on next steps. Board members had questions regarding enrollment numbers and plans for next year. Principals along with home office staff addressed all questions.

C. Academic Update

This item was postponed and will be discussed at the January board meeting.

D. Accountability Items (SARC and LCAP)

D. Yilmaz, Chief Accountability Officer, went over the updates from his department which included updates on SARC reports, stakeholder surveys, and LCAPs for all MPS.

E. Discussion of MSA- Santa Ana 2018-19 Audit Finding Action Plan

K. Yoder, Chief Financial Officer of Delta Management Solutions, explained the action plan for MSA-Santa Ana building depreciation reporting. He explained that there would be monthly reports along with in depth reports on a quarterly basis. Board members had questions regarding the action plan and presented their suggestions to the finance staff.

III. Closed Session

A. Public Announcement of Closed Session

H. Beliak, MPS Board Chair, informed the public that the board would be going into Closed Session to discuss two public employment matters and would be going back into open session to report out.

B. Public Employment- Two Matters

These item were discussed in Closed Session.

C. Report Out From Closed Session

H. Beliak, MPS Board Chair, announced that staff had been directed to follow up on the Closed Session matters but no actions were taken.

IV. Action Items

A. Approval of Computer Teacher Position at Magnolia Science Academy-7

M. Wittek, MSA-7 Principal, explained the need of adding a full-time computer teacher position at MSA-7 and she went over the budget implications. All questions were addressed.
Board Member S. Orazov was not in the room for the discussion and approval of this item.
S. Geldiyev made a motion to approve to add an additional teaching position at MSA7:one (1) full-time Computer Teacher position.
U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval of DirectEd Contract for Magnolia Science Academy-7

S. Acar, Chief Operations Officer, explained the possible conflict of interest between the independent vendor Direct Ed and MSA-7 due to the marital relationship between employees of both entities. Due to the possible conflict of interest, staff recommends for the contract to be approved by the board rather than the principal. Staff went over the expected expenses of the services provided and explained why it was recommended to enter into this contract with this vendor as opposed to a different vendor. All questions were addressed.
H. Beliak made a motion to approve a contract between MSA-7 and DirectEd, an independent vendor. The contract may involve a conflict of interest due to the fact that the MSA-7 Principal, Meagan Wittek, is the spouse of an employee at DirectEd. After full disclosure of the conflict and consideration of all the facts, the Board approves the DirectEd contract as being in the best interests of MPS and MSA-7.
S. Geldiyev seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Approval of Independent Contractor Contract Extension- Noflin Enterprises

P. Ontiveros, MPS General Counsel and Facilities Director, went over the need to extend the contract for Noflin Enterprises who is affiliated with former Board Member, C. Brimmer. He explained the need to extend the contract for two additional months for the work that is still pending completion and he went over the budget implications.
D. Gonzalez made a motion to approve an amendment to the Independent Contractor Agreement by and between MPS and Noflin Enterprises for two (2) more months, commencing December 24, 2019 and expiring on February 23, 2020 according to the terms and conditions set forth in this report and any attached exhibits.
S. Covarrubias seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Orazov	Aye
S. Dikbas	Aye
U. Yapanel	Aye
D. Gonzalez	Aye
H. Beliak	Aye
S. Covarrubias	Aye
S. Geldiyev	Aye

D. Approval of Resolution of Material Revision to Merge MSA-4 into MSA-6

A. Rubalcava, MPS CEO and Superintendent, explained the content of the board resolution recommending the material revision of MSA 4 and MSA 6 that would authorize for both schools to be merged starting July 1, 2020. He went over the details and elaborated on the reason behind the presented recommendation, the action plan and preparation details. The board explained their concerns and asked relate questions which staff addressed.
S. Geldiyev made a motion to approve the resolution that authorizes the following: (1) Material revision for MSA-6's Charter Petition and (2) Closure of MSA-4 effective June 30, 2020, and authorize the MPS CEO and Superintendent to take the necessary actions needed to complete the revision process.
D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Orazov	Aye
U. Yapanel	No
D. Gonzalez	Aye
S. Covarrubias	Abstain
S. Geldiyev	Aye
S. Dikbas	Aye
H. Beliak	Aye

E. Approval of FY 2018-19 Audited Financial Reports

J. Clement, Senior Manager at Eide Bailley audit firm, presented the audit reports to the board. He explained the functional expense report, liquidity of the buildings, debt cover ratio, and gave an overview of the consolidated report. He also went over the details on how auditors reach their reports, what they look at and what compliance they follow.
S. Orazov made a motion to approve the Financial Audit Report for fiscal year 2018-19 of all ten (10) schools and the consolidated audit report including the home office.
H. Beliak seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

S. Dikbas Aye

F. Approval of Conflict of Interest Code Per Fair Political Practice Commission Request

B. Torres, MPS Board Secretary and Executive Assistant informed the board that the Fair Political Practices Commision (FPPC) rejected the new Conflict of Interest Code approved by the board in September 2019 and recommended for Magnolia Public Schools to continue using the previous version approved by the FPPC in 2017. Staff recommended the board agree with the FPPC recommendation.

U. Yapanel made a motion to approve the CA Fair Political Practices Commission (FPPC) approved Conflict of Interest Code for Magnolia Educational & Research Foundation.

S. Orazov seconded the motion.

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

Roll Call

S. Orazov Aye
H. Beliak Aye
U. Yapanel Aye
D. Gonzalez Aye
S. Geldiyev Aye
S. Covarrubias Aye
S. Dikbas Aye

G. Approval of New Intern Position

I. Soto, MPS Director of Development and Communications explained to the board the role of the intern position being requested. He went over the duties for the intern and how that role would support the success of the department. Budget implications were also identified.

U. Yapanel made a motion to approve the new Grants Intern position to support the development work at the Magnolia Public Schools home office.

S. Geldiyev seconded the motion.

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

Roll Call

S. Geldiyev Aye
H. Beliak Aye
S. Covarrubias Aye
U. Yapanel Aye
S. Orazov Aye
D. Gonzalez Aye
S. Dikbas Aye

V. 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 6:52 PM.

Respectfully Submitted,
H. Beliak

Cover Sheet

Approval of School Accountability Report Cards (SARC) for all MPS

Section:	III. Consent Items
Item:	A. Approval of School Accountability Report Cards (SARC) for all MPS
Purpose:	Vote
Submitted by:	
Related Material:	III A SARC 2018-19.pdf

Board Agenda Item #	III A – Consent Item
Date:	January 23, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of School Accountability Report Cards (SARC) for all MPS

Proposed Board Recommendation

I move that the board approve the School Accountability Report Cards (SARC) for all MPS.

Background

All active public schools/LEAs and nonpublic, nonsectarian schools are required to prepare and disseminate a SARC for the primary purpose of providing parents with data and information to make meaningful comparisons between schools (inclusive of charter schools). Charter schools are required to prepare SARC reports as a method by which to measure pupil progress in meeting pupil outcomes for state priorities, pursuant to EC section 47605(b)(5)(C).

The SARC presented for board approval is for the year of 2018-19 and covers information about the school, including but not limited to, Conditions of Learning, Pupil Outcomes, Engagement, expenditures per pupil, professional development and other information about the school. There is a template provided by the CDE and the majority of the data in SARC is provided by the CDE and pre-populated in the report while the school is asked to provide a narrative in the following areas: school description and mission statement, school facility conditions and planned improvements, career technical education programs, opportunities for parental involvement, school safety plan, types of services funded, and professional development.

SARC needs to be approved by the board annually by February 1 and posted on each school's website. It is also required of LEAs to notify all parents of the availability of a full report and provide instructions regarding how this information can be obtained both through the Internet and on paper (upon request). LEAs with access to the Internet are required to make SARCs available through that medium. MPS will publish SARC after board approval and before February 1 and will notify parents of the availability. (Federal requirement: Some form of notification, such as a newsletter or flyer sent home to parents, that a hard copy will be made available upon request at the school site.)

Budget Implications: N/A

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

It is mandated by the state that each school have a board approved SARC available for public view.

Name of Staff Originator: David Yilmaz, Chief Accountability Officer

Exhibits (Attachments): School Accountability Report Cards (SARC) (one for each MSA)

Magnolia Science Academy

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
Email Address	duardo_debra@lacoe.edu
Website	http://www.lacoe.edu

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy
Street	18238 Sherman Way
City, State, Zip	Reseda, Ca, 91335-4550
Phone Number	818-609-0507
Principal	Mustafa Sahin, Principal
Email Address	msahin@magnoliapublicschools.org
Website	http://msal.magnoliapublicschools.org
County-District-School (CDS) Code	19101996119945

Last updated: 1/16/2020

School Description and Mission Statement (School Year 2019—20)

Magnolia Science Academy-1 (MSA-1) is the first Magnolia Public School founded as a public charter school in Fall 2002. MSA-1 currently serves over 649 students in grades 6 through 12. Enrollment is on a first come first serve basis when a public lottery is not required.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2018–19 school year. School finances and school completion data are reported for the 2018–19 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2018–19 school year.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office. Magnolia Science Academy 18238 Sherman Way Reseda, CA 91335-4550 Phone: 818-609-0507 E-mail: msa1@magnoliapublicschools.org

Mission Statement MSA-1 is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math. The school primarily serves students and parents of the San Fernando Valley area.

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.

Vision Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society. MPS has identified the following core values, which are reinforced through the Life Skills curriculum, schoolwide learner outcomes (SLOs), and all school activities:

Excellence Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

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

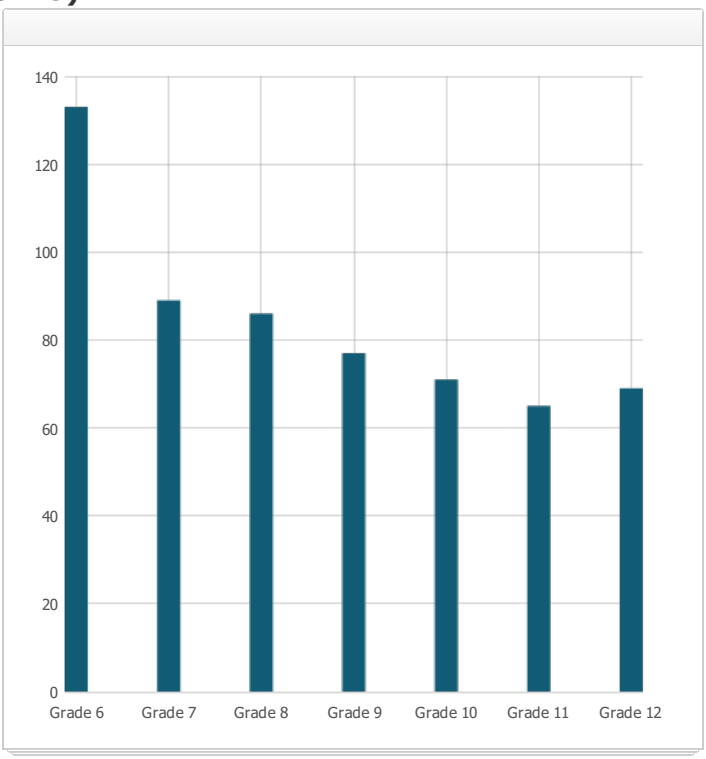
Connection School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, the community cultivates an

identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Last updated: 1/16/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	133
Grade 7	89
Grade 8	86
Grade 9	77
Grade 10	71
Grade 11	65
Grade 12	69
Total Enrollment	590



Last updated: 1/16/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.50 %
American Indian or Alaska Native	%
Asian	3.90 %
Filipino	1.40 %
Hispanic or Latino	88.00 %
Native Hawaiian or Pacific Islander	%
White	5.60 %
Two or More Races	0.70 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.50 %
English Learners	16.80 %
Students with Disabilities	16.40 %
Foster Youth	%
Homeless	1.20 %

A. Conditions of Learning

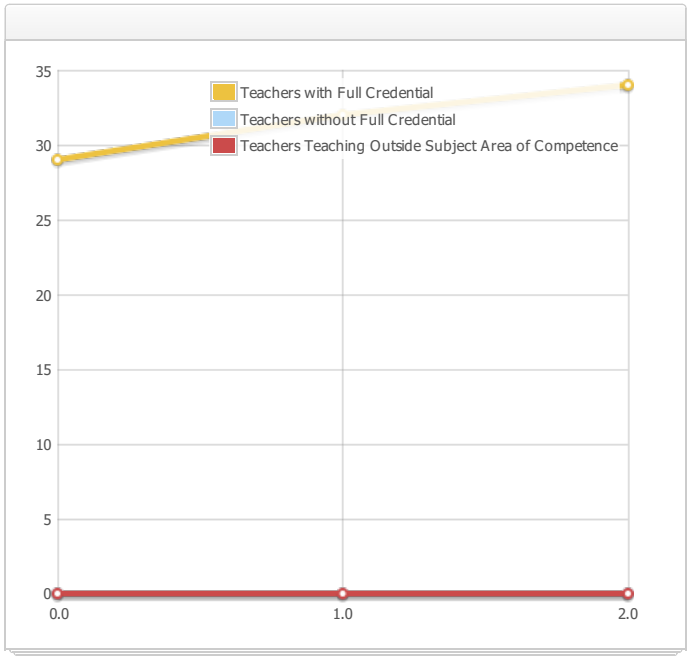
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

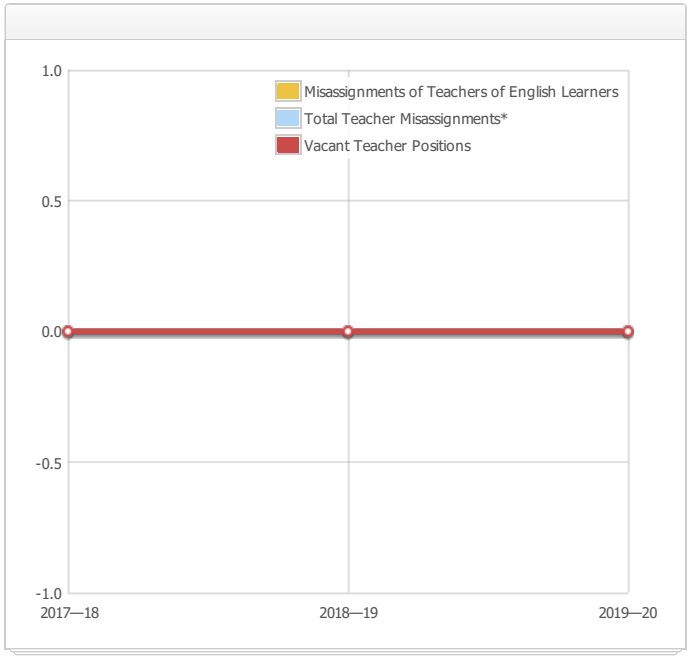
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	29	32	34	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/16/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.00 %
Mathematics		Yes	0.00 %
Science		Yes	0.00 %
History-Social Science		Yes	0.00 %
Foreign Language		Yes	0.00 %
Health		Yes	0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/16/2020

School Facility Conditions and Planned Improvements

MSA-1 is housed in facilities that have received state Fire Marshal approval, meet the Los Angeles Uniform Building Code, meet federal American Disabilities Act (ADA) access requirements, and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken as necessary to ensure such safety standards are met.

MSA-1 is in compliance with all Asbestos Hazard Emergency Response Act (AHERA, 29 CFR Part 763, Subpart E) regulations, including compliance with inspections mandated by AHERA utilizing independent consultants. Dependent on the facility lease requirements, MSA-1 outsources all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

Last updated: 1/16/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating	Good

Last updated: 1/16/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	45.0%	43.0%	42.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	35.0%	30.0%	31.0%	30.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/16/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	366	364	99.45%	0.55%	44.78%
Male	176	175	99.43%	0.57%	35.43%
Female	190	189	99.47%	0.53%	53.44%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	14	14	100.00%	0.00%	64.29%
Filipino	--	--	--	--	
Hispanic or Latino	325	323	99.38%	0.62%	42.41%
Native Hawaiian or Pacific Islander					
White	16	16	100.00%	0.00%	56.25%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	329	328	99.70%	0.30%	43.90%
English Learners	120	119	99.17%	0.83%	17.65%
Students with Disabilities	61	60	98.36%	1.64%	10.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	366	365	99.73%	0.27%	30.14%
Male	176	175	99.43%	0.57%	32.00%
Female	190	190	100.00%	0.00%	28.42%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	14	14	100.00%	0.00%	42.86%
Filipino	--	--	--	--	
Hispanic or Latino	325	324	99.69%	0.31%	27.16%
Native Hawaiian or Pacific Islander					
White	16	16	100.00%	0.00%	62.50%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	329	329	100.00%	0.00%	27.96%
English Learners	120	120	100.00%	0.00%	17.50%
Students with Disabilities	61	60	98.36%	1.64%	5.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	39
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/16/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	48.90%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	85.25%

State Priority: Other Pupil Outcomes

Last updated: 1/16/2020

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

MSA1 is a school of choice which greatly benefits from parent involvement in our students' learning process. Our school provides a login for parents so they have the ability to track their child's progress at school. Each staff member has an email address and phone number and parents can easily access their contact information via the website. The teachers and administration at MSA-1 are very responsive to emails and phone messages left by parents.

Additionally, teachers do home visits which enhance communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life. Before the start of the school year, MSA-1 holds an orientation for both new and returning students. Each teacher has the opportunity to meet their homeroom students and families to convey the school and classroom expectations. Parents are also able to voice any concerns they have prior to the school year starting as well as have any of their questions answered.

Our Parent Task Force (PT F) meets every month. We also have Coffee with the Admin team to give parents the opportunity to meet the whole admin team once a month. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know for certain that a teacher can be reached. Open Houses are held during the school year are open to the neighbours and community that the school is located in. Field trips organized over the course of the year are often taken within the community.

Every six weeks parents are mailed home a hard copy of their child's progress report. Teachers are able to make personal comments on each student that explain the student's progress beyond the letter grade. T his description is helpful to the parents because the comment is directly written for their child. We also offer our parents learning opportunities such as Parent University on Saturdays.

State Priority: Pupil Engagement

Last updated: 1/16/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

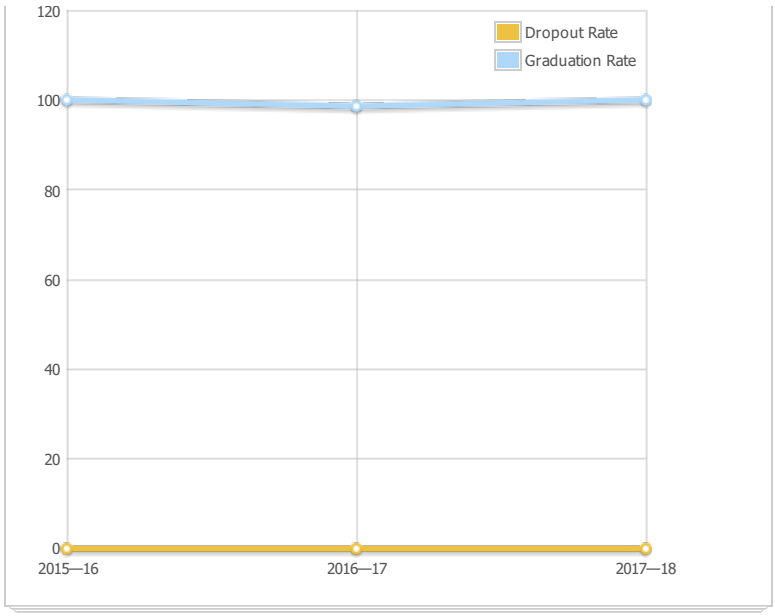
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	36.10%	9.70%
Graduation Rate	100.00%	34.70%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	35.90%	36.60%	9.10%	9.60%
Graduation Rate	98.60%	100.00%	39.30%	50.70%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/16/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	2.30%	9.30%	9.60%	11.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/16/2020

School Safety Plan (School Year 2019—20)

MSA-1 conducts fire, earthquake and other mandated drills including lockdown drills. Our campus is a very safe and welcoming school for our students, parents and staff. We build our school culture by establishing and follow ing up on our standards and expectations. The whole staff is trained during the summer and meets every week to be on the same page to provide our students with a sound structure. Teachers meet with their SSR (homeroom) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks, along with organized campus beautification days when students and parent volunteer to improve the look of the campus.

Last updated: 1/16/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	25.00	5	12	2
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	30.00	1	14	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	27.00		5	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	9	14	
Mathematics	13.00	8		
Science	25.00	3	13	
Social Science	25.00	5	11	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	7	15	
Mathematics	23.00	7	13	1
Science	25.00	5	12	
Social Science	24.00	5	11	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	9	13	
Mathematics	21.00	14	11	
Science	22.00	8	10	1
Social Science	24.00	6	10	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/16/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	2.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/16/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.50
Other	0.50

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/16/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13048.00	$3117.00	$9932.00	$69219.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/16/2020

Types of Services Funded (Fiscal Year 2018—19)

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and Mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviours.

Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

EIA LEP Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.
EIA State Comp Ed Economic Impact Aid (EIA) funds provide compensatory education services for educationally disadvantaged students. Additional support may be provided through the lowering of class size, professional development and support for students with at-risk behaviours.

Last updated: 1/16/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	5	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	3	N/A
All Courses	19	32.20%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/16/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	14	15	15

Last updated: 1/16/2020

Magnolia Science Academy 2

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

David Garner, Principal

Principal, Magnolia Science Academy 2

About Our School

Dear Parents, Guardians, and Stakeholders,

Welcome to the SARC Report for Magnolia Science Academy-2 (MSA-2). You can follow our school activities 24/7 via our webpage at msa2.magnoliapublicschools.org, or our twitter page @magnoliascience.

Respectfully,

David Garner
Principal
Magnolia Science Academy 2
17125 Victory Blvd.
Lake Balboa, CA 91406-5455
Phone: 818-758-0300
E-mail: dgarner@magnoliapublicschools.org

Principal's Comment

David Garner, Principal
Magnolia Science Academy 2

Contact

Magnolia Science Academy 2
17125 Victory Blvd.
Van Nuys, CA 91406-5455

Phone: 818-758-0300
Email: dgarner@magnoliapublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
Email Address	duardo_debra@lacoe.edu
Website	http://www.lacoe.edu

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy 2
Street	17125 Victory Blvd.
City, State, Zip	Van Nuys, Ca, 91406-5455
Phone Number	818-758-0300
Principal	Steven Keskinturk, Principal
Email Address	skeskinturk@magnoliapublicschools.org
Website	http://msa2.magnoliapublicschools.org
County-District-School (CDS) Code	19101990115212

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

Magnolia Science Academy -2 (MSA-2) is the one of the Magnolia Public Schools founded as a public charter school in Fall 2007. MSA-2 currently serves over 430 students grades 6 through 12. Enrollment is on a first come first serve basis when a public lottery is not required.

MSA-2 is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts, and math. The school primarily serves students and parents of the San Fernando Valley area.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2018–19 school year. School finances and school completion data are reported for the 2018–19 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are reported for the 2018–19 school year.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy 2
Address: 17125 Victory Blvd., Lake Balboa, CA, 91406-5455
Phone: 818-758-0300
Email: skeskinturk@magnoliapublicschools.org

Our History
Magnolia Science Academy – 2 (MSA-2) opened its doors to serve the community of Reseda in the Fall of 2007 for the grades 6th through 12th grade. In 2010, the school site moved to Lake Balboa. The school provides an academically rigorous standards-based curriculum.

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

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

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

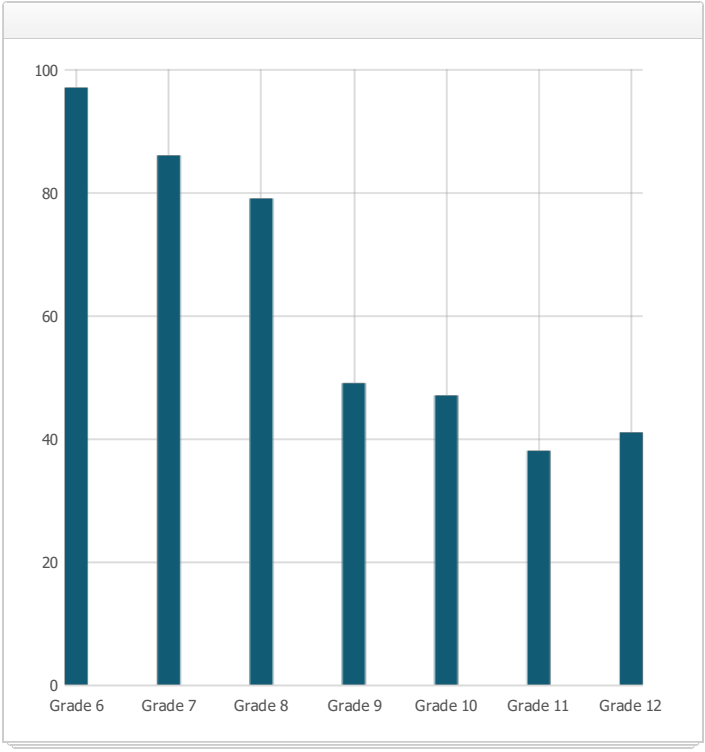
CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Last updated: 1/15/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	97
Grade 7	86
Grade 8	79
Grade 9	49
Grade 10	47
Grade 11	38
Grade 12	41
Total Enrollment	437



Last updated: 1/15/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.50 %
American Indian or Alaska Native	%
Asian	3.20 %
Filipino	1.40 %
Hispanic or Latino	85.60 %
Native Hawaiian or Pacific Islander	%
White	6.90 %
Two or More Races	0.50 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	87.60 %
English Learners	11.90 %
Students with Disabilities	17.80 %
Foster Youth	%
Homeless	1.80 %

A. Conditions of Learning

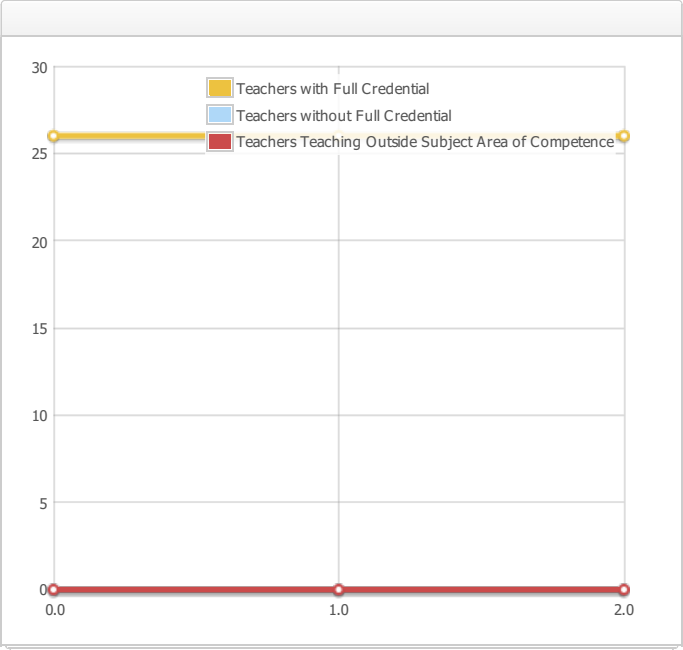
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

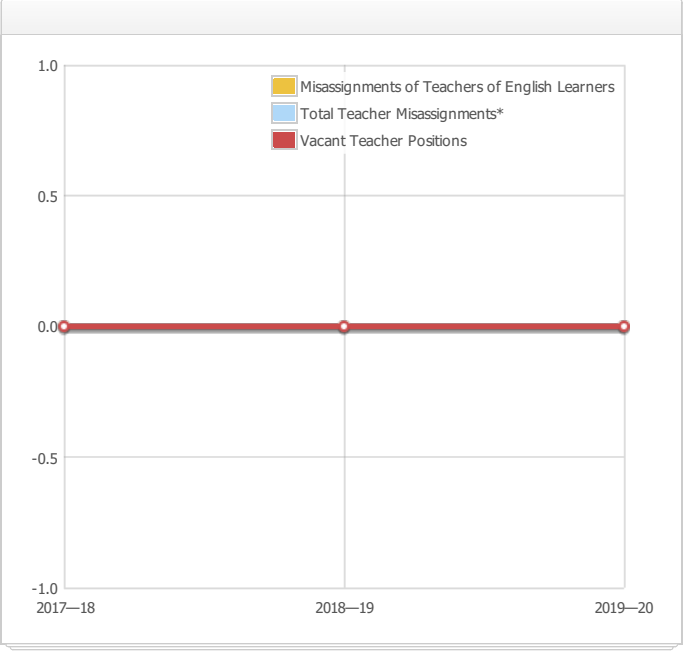
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	26	26	26	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill	Yes	0.00 %
Mathematics	McGraw Hill	Yes	0.00 %
Science	McGraw Hill	Yes	0.00 %
History-Social Science	McGraw Hill	Yes	0.00 %
Foreign Language	Wayside Publishing	Yes	0.00 %
Health		Yes	0.00 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

MSA-2 is located on a facility which is on the Birmingham Community Charter High School (BCCHS) Complex of LAUSD. Maintenance services are handled by LAUSD, and janitorial services are handled by MSA-2.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating	Good

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	41.0%	43.0%	42.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	28.0%	31.0%	30.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	288	287	99.65%	0.35%	41.11%
Male	167	166	99.40%	0.60%	39.76%
Female	121	121	100.00%	0.00%	42.98%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	253	252	99.60%	0.40%	37.70%
Native Hawaiian or Pacific Islander					
White	17	17	100.00%	0.00%	58.82%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	258	257	99.61%	0.39%	38.13%
English Learners	104	104	100.00%	0.00%	21.15%
Students with Disabilities	50	49	98.00%	2.00%	16.33%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	288	287	99.65%	0.35%	27.87%
Male	167	166	99.40%	0.60%	27.11%
Female	121	121	100.00%	0.00%	28.93%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	253	252	99.60%	0.40%	23.41%
Native Hawaiian or Pacific Islander					
White	17	17	100.00%	0.00%	64.71%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	258	257	99.61%	0.39%	25.29%
English Learners	104	104	100.00%	0.00%	13.46%
Students with Disabilities	50	49	98.00%	2.00%	14.29%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/15/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

List of programs offered by MSA2 include:

- VEX IQ Middle School Robotics

- VEX EDR Middle School Robotics

- VEX EDR High School Robotics

- VEX Robotics Advisory

During the 2018-19 academic year, MSA-2's VEX Robotics team qualified to compete in the U.S. Open Robotics Championship tournament for the second consecutive year and placed 17th in the nation out of thousands of teams. For multiple years, MSA2 has offered VEX Robotics as an elective class for high school students. Even though VEX Robotics middle school program was exclusively offered as an after school club during the previous academic year, the team still managed to achieve a tremendous success. During the 2018-19 academic year, we offered VEX Robotics as an elective class for middle school students for the first time. The impact of this change has been positive, as demonstrated by three times more school teams qualifying during the school year for the U.S. Open Robotics Championship tournament across VEX IQ and VEX EDR.

Last updated: 1/15/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	61
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/15/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	43.48%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	97.22%

State Priority: Other Pupil Outcomes

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/15/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

MSA-2 is a school of choice which greatly benefits from parent involvement in our students' learning process. Our school's website provides a login for parents so that they can track their child's progress at school. Each staff member has issued an email address, and phone number and parents can easily access their contact information. The teachers and administration at MSA-2 are very responsive to emails and phone messages left by parents.

Additionally, teachers do home visits which enhance communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life.

Every six weeks parents are mailed home a hard copy of their child's progress report. We also offer our parents learning opportunities such as Parent College on Saturdays.

Parents are also able to voice any concerns and questions. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know for certain that a teacher can be reached. MSA-2 also holds an orientation for both new and returning students, Parent Teacher Conferences, and Back to School Night. Each teacher has the opportunity to interview their students and families to convey the school and classroom expectations.

Our parents may be involved in many aspects of school planning as well. Magnolia Science Academy-2 has a Parent Task Force that meets Monthly. MSA-2 also has a school site council, a school improvement team that provides support for the school administration for academic, extracurricular activities as well as grant opportunities. Parents are also invited to participate in English Learner Advisory Committee (ELAC) meetings which are held four times a year. Parents are also invited to the Magnolia Public Schools' Board Meetings. Parents can also meet with our admin team every Friday for a "Coffee with the Principal."

State Priority: Pupil Engagement

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

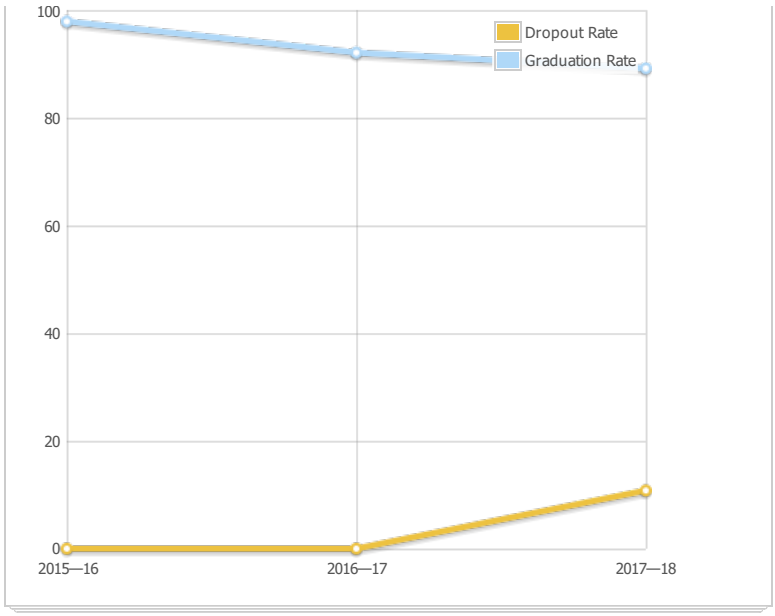
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	36.10%	9.70%
Graduation Rate	97.90%	34.70%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	10.80%	35.90%	36.60%	9.10%	9.60%
Graduation Rate	92.10%	89.20%	39.30%	50.70%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/15/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.20%	0.40%	0.00%	9.30%	9.60%	11.50%	3.60%	3.50%	3.50%
Expulsions	0.20%	0.40%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

Our campus is a very safe and welcoming school for our students, parents, and staff. We build our school culture by establishing and follow ing up on our standards and expectations.

Magnolia Science Academy-2's comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

- Protect the safety and welfare of students
- Provide a safe and coordinated response to emergencies
- Protect the school's facilities and property
- In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible
- Provide for coordination between the school and local emergency services when necessary.

The plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquake, hazardous materials, widespread power outage, and similar events affecting normal operations at the school. The safety plan is reviewed and discussed with Magnolia Science Academy-2's staff in August during teacher in-service as well as once a month during staff meetings. Also, emergency drills are performed and discussed with students once a month to ensure students, teachers, and staff can perform their duties in case of an emergency.

Our Student-Parent Handbook is also setting clear academic and behavior expectations. Teachers meet with their SSR (Advisory) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks, along with organized campus beautification days when students and parent volunteer to improve the look of the campus.

Last updated: 1/15/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	33.00	1	22	3
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	33.00	5	8	19
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	31.00		18	7
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 1/15/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	6	10	2
Mathematics	22.00	2	2	
Science	25.00	4	7	2
Social Science	28.00	3	6	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	4	12	2
Mathematics	22.00	9	10	
Science	28.00	2	16	
Social Science	27.00	2	8	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	5	11	1
Mathematics	19.00	13	7	
Science	26.00	1	10	
Social Science	24.00	4	9	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	4.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/15/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.00
Other	6.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/15/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12865.00	$1708.00	$11156.00	$65945.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	32.70%	--

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I
Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a perpupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction, and intervention, parental involvement, personalization and support for students w ith at-risk behaviors.

Title II
Title II funds may be used for professional development in content know ledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III
Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

EIA LEP
Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

Last updated: 1/15/2020

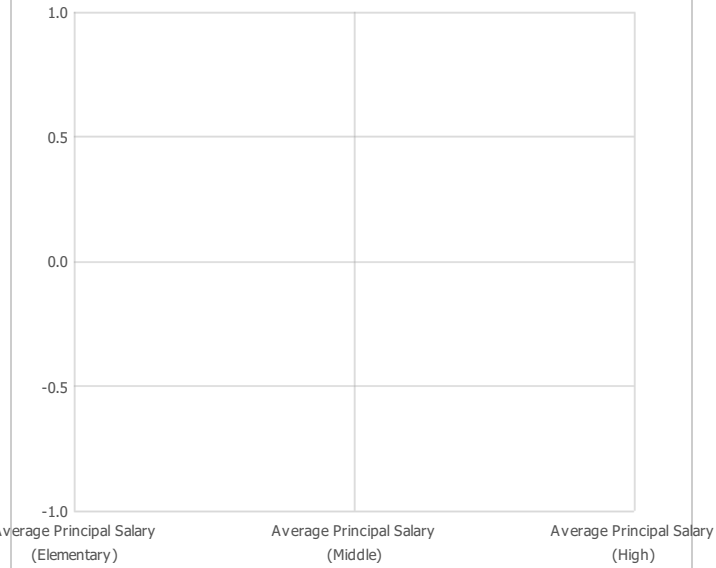
Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/15/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	10	16.90%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/15/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	67	67	67

Last updated: 1/15/2020

Magnolia Science Academy 3

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Shandrea Daniel, Principal

Principal, Magnolia Science Academy 3

About Our School

Welcome to the Vipers Den!

Thank you in advance for taking your time to read about our school; Magnolia Science Academy-3 in the great city of Carson! We constantly pursue Academic Excellence, being the Educational Innovators and Connecting on an outstanding level to propel global change.

Some may know that I was the Dean of Culture for Magnolia Science Academy 3 in 2016, but before I became your Principal my journey with Magnolia Public Schools started in 2005 as a Social Studies teacher. I later became the Activities Director and Community Outreach Initiator at MSA 1 in Reseda, Ca. How many of you know that we have 10 schools? Yes 10! I began at the flagship school and the path to enrich, inspire and ignite my students to believe they can achieve their dreams with hard work and dedication was my sole purpose and mission.

I embraced my calling to teaching in a charter school because of the fluidity to impact, shape and mold young people or "my children" as I call them and help them pursue their ultimate goals. Now as one of the School Leaders at MSA 3-Carson, I want to make a lasting impact and build tradition and I promise to support our Teachers (the mission drivers) & Staff (the dream achievers) and lead with my admin team to be the opportunity drivers for parents, the dream instigators for students, and the educational motivators needed to provide a safe haven and support system for all students, parents and the community.

We have are expanding our travel program this year to include Europe, Washington DC & New York, Georgia, Northern California, Catalina Island, Mt. Wilson Observatory, and a host of colleges and great landmarks of Los Angeles. We have an incredible new team of educators for our science department and we are happy to announce that we will have CIF Soccer (Girls and Boys), and Basketball (Girls and Boys), Volleyball, SRLA, and a host of intramural sports and clubs to help our students strengthen in STEAM.

Safety is a top priority and decreasing cell phone usage with our partnership with Yonders is going to be a big change, but a cultural shift needed to ensure that not only 100% of our Seniors continue to graduate but more are accepted into UC's and CSU's, passing their SAT/ACT/AP Exams, and preparing them to be Global Science Thinkers in our revamped SSR program.

At MSA 3, we welcome all and strive for educating all children no matter differences because they are all our children. Every day is a new day to instill in them they matter and their pursuit in achieving their dreams through academic excellence, being innovative scholars and being one community through connectedness is attainable in their area in which

they live. With all of that said, I am looking forward to the future classes to move through the same pathway of success.

Go Vipers!

Principal Daniel

Principal's Comment

Principal's Message

Contact

Magnolia Science Academy 3
1254 East Helmick St.
Carson, CA 90746-3164

Phone: 310-637-3806
Email: sdaniel@magnoliapublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
Email Address	duardo_debra@lacoe.edu
Website	http://www.lacoe.edu

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy 3
Street	1254 East Helmick St.
City, State, Zip	Carson, Ca, 90746-3164
Phone Number	310-637-3806
Principal	Shandrea Daniel, Principal
Email Address	sdaniel@magnoliapublicschools.org
Website	http://msa3.magnoliapublicschools.org
County-District-School (CDS) Code	19101990115030

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

MSA welcomes students on a first come first serve basis. Our mission statement reflects a standards-based educational model that adheres to executing our LCAP with actionable goals and plans to ensure all of our students are equitably served. Our goals include teaching our students life & classroom lessons to prepare them to be college and career ready skills after graduation, be independent and innovative thinkers, we encourage them to be a community and strive for connectedness and to show pride, respect, responsibility in all that they accomplish and do over time.

Currently MSA-3 is serving over 485 students from grades 6 through 12 and celebrated its first graduation with a class of 13 students in 2014. All of our teachers are credentialed and teaching within their subject matter and have enriched their experience with teaching a variety of STEAM based electives. They also receive over 40 hours of professional development to help them gain powerful insight to assist their students within and outside of the classroom. Classroom instruction at MSA-3 is supplemented by tutoring, after-school programs, and school-to-university links.

Our parents are highly involved with Parent Task Force, Parent College, Parent Workshops, Coffee with the Principal Meetings, ELAC (English Learners Advisory Committee), SSC (School Site Council), and our Volunteer Champions. Our students enjoy taking courses that satisfy the A-G requirements and are UC and CSU accepted so they can be well versed and prepared for the transition to college. Our after school program offers a variety of clubs and sports to help them prepare for college and to be financially and emotionally prepared for college life.

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.

MISSION: Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts/Athletics, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others.

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

CORE VALUES

INNOVATION : Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention.

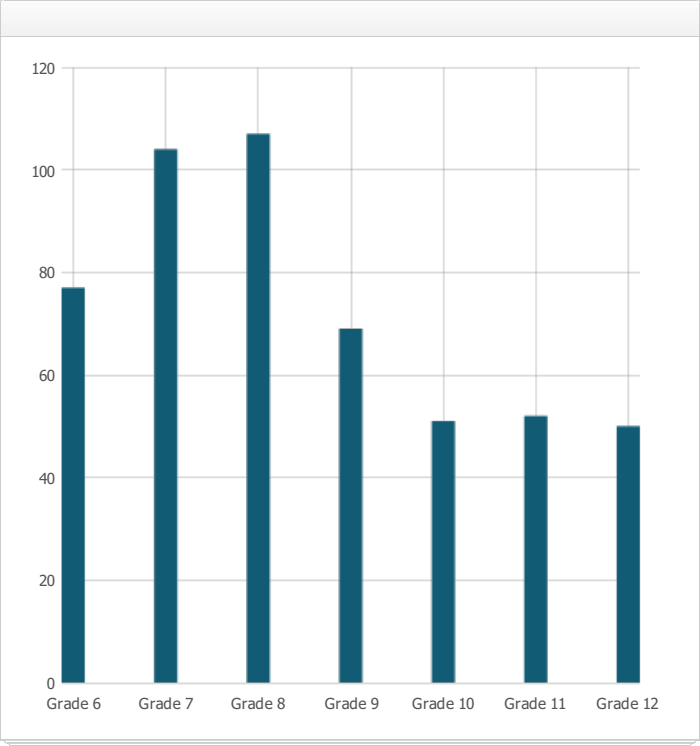
CONNECTION : School communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices

EXCELLENCE : Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. W e foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Last updated: 1/15/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	77
Grade 7	104
Grade 8	107
Grade 9	69
Grade 10	51
Grade 11	52
Grade 12	50
Total Enrollment	510



Last updated: 1/15/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	42.70 %
American Indian or Alaska Native	%
Asian	0.80 %
Filipino	0.60 %
Hispanic or Latino	51.60 %
Native Hawaiian or Pacific Islander	0.40 %
White	1.40 %
Two or More Races	2.50 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	72.20 %
English Learners	5.30 %
Students with Disabilities	11.20 %
Foster Youth	%
Homeless	2.50 %

A. Conditions of Learning

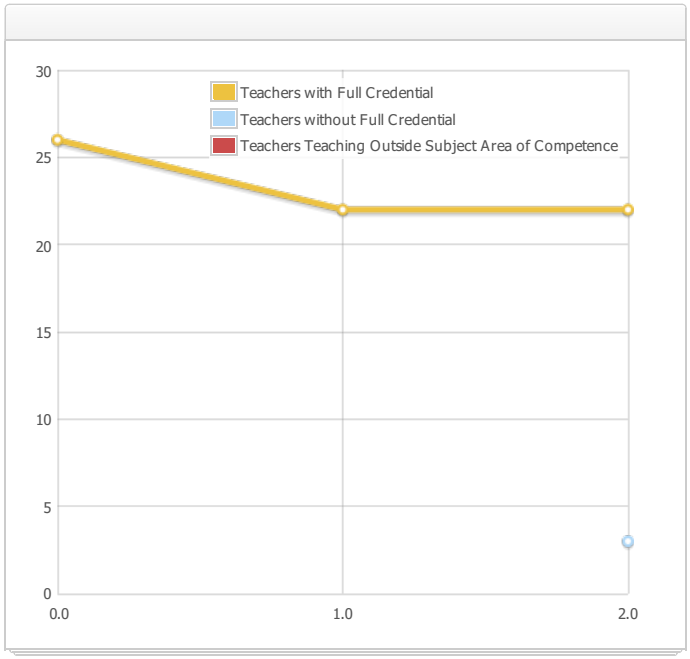
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

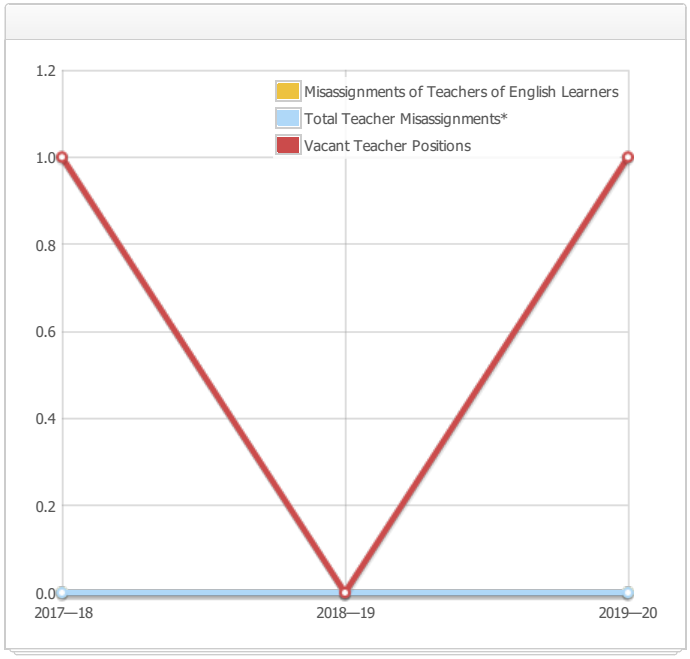
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	26	22	22	22
Without Full Credential			3	3
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: July 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Studysync Subscription 6th -12th Grade Reading and Writing Companion 6th -12th Grade AP LIT 7 HABITS OF HIGHLY EFFECTIVE TEENS	Yes	0.00 %
Mathematics	McGraw Hill Consumables (workbook)- online access 6th - 12th Grade CUS INTEGRATED MATH 1, 2, 3, 4 TEXTBOOKS & ONLINE STUDENT EDITION YEARLY SUBSCRIPTION ESSENTIALS OF CALCULUS AP STATISTICS	Yes	0.00 %
Science	IScience 2012 Class Set AP ENVIRONMENTAL SCIENCE GLENCOE MIDDLE SCHOOL ISCIENCE COURSE 3 STUDENT EDITION W/STUDENTWORKS YEARLY SUBSCRIPTION	Yes	0.00 %
History-Social Science	HISTORY ALIVE-MIDDLE SCHOOL GLENCOE, PAGEANT AP WORLD & WORLD HISTORY AP US HISTORY & US HISTORY GOVERNMENT & ECON INTERACTIVE NOTEBOOKS & ONLINE SUBSCRIPTIONS HISTORY IN FILM	Yes	0.00 %
Foreign Language	TEMAS INTERACTIVE STUDENT WORKBOOK AP TRADITIONS & ENCOUNTERS	Yes	0.00 %
Health	CURRENTLY SOLIDIFYING HEALTH TEXTBOOKS SINCE NEW LAWS IN PLACE. CURRICULUM BUILDING IS SCHEDULED FOR A Rights, Respect, Responsibility (3Rs): Comprehensive Sexual Health Education Training (AB 329) IN JANUARY OF 2019.	Yes	0.00 %
Visual and Performing Arts	EVERYTHING IS DIGITAL: MAC, CODING, ROBOTICS SETS	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

MSA-3 is co-located on site with Curtiss Middle School. We utilize the back half of Curtiss Middle School's facility, specifically the PA, G, and M buildings, and B bungalows. W e also occupy their two rooms in their main building, rooms 116 and 218, and additionally use their Weight Room as a classroom. W e share locker and cafeteria facilities with Curtiss Middle School. The facility has three or more maintenance staff on-site who clean the campus daily.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Fair

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	36.0%	43.0%	42.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	17.0%	31.0%	30.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	329	328	99.70%	0.30%	35.67%
Male	188	187	99.47%	0.53%	26.74%
Female	141	141	100.00%	0.00%	47.52%
Black or African American	158	158	100.00%	0.00%	31.65%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	156	156	100.00%	0.00%	39.74%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	268	268	100.00%	0.00%	38.43%
English Learners	43	43	100.00%	0.00%	13.95%
Students with Disabilities	35	34	97.14%	2.86%	5.88%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	16	16	100.00%	0.00%	50.00%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	329	328	99.70%	0.30%	17.38%
Male	188	187	99.47%	0.53%	16.04%
Female	141	141	100.00%	0.00%	19.15%
Black or African American	158	158	100.00%	0.00%	12.03%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	156	156	100.00%	0.00%	21.15%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	268	268	100.00%	0.00%	17.91%
English Learners	43	43	100.00%	0.00%	4.65%
Students with Disabilities	35	34	97.14%	2.86%	0.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	16	16	100.00%	0.00%	12.50%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/15/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	77
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/15/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	53.53%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	79.07%

State Priority: Other Pupil Outcomes

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

MSA-3 Carson encourages all stakeholders to be active participants in our school community and provide multiple ways for parents to be involved.

The School Site Council (SSC) meets once a month and includes stakeholders from all parts of the school community: administrators, teachers, parents, and students. The SSC evaluates and determines school wide improvement programs, budgets, and contributes to important school decisions.

The English Learners Advisory Committee (ELAC) meets once a month and includes stakeholders from all parts of our school community: administrators, teachers and parents. The ELAC committee meets to support our English Learner (EL) student population in ensuring that they become proficient in English and master the academic content required of all students in California.

Coffee with the Principal (CW P) program is a weekly meeting with administration and parents to discuss upcoming events, review LCAP and SPSA goals, and develop ideas for the upcoming semesters and school years to come.

Parent Task Force (PTF) is a committee to help volunteer and increase parent involvement with school events.

Local Control Accountability Plan LCAP & Title 1 Meetings to discuss funding and budgets for the upcoming school year. All stakeholders meet to plan and develop opportunities for improvements with our most needed students.

Civic Engagement Program-classes and workshops for parents on financial literacy, how to get their children to and through college, and how to raise social and emotionally healthy children. We provide opportunities for parents to register to vote and provide opportunity for immigration services as well as social and emotional assistance.

Our College Advisor provides ample opportunities for parent engagement by organizing bilingual-English and Spanish- college related workshops for students and their families. Our Advisor also meets individually with families both at school at home to discuss college readiness and foment a college going culture at our school.

Home visits are the number one way we connect with parents and students outside of school. Visiting while developing academic and social goals to help increase success for students in the future.

We host orientation in the summers, back to school nights, community events, family nights, and parent-teacher conferences.

State Priority: Pupil Engagement

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

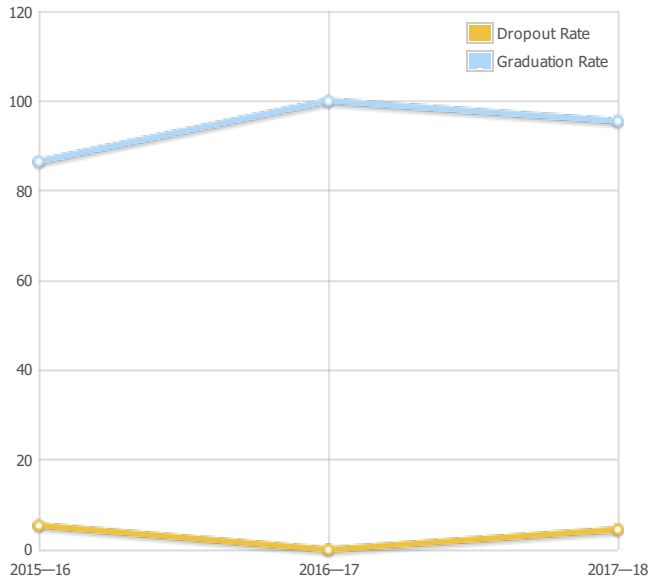
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	5.40%	36.10%	9.70%
Graduation Rate	86.50%	34.70%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18

Dropout Rate	0.00%	4.50%	35.90%	36.60%	9.10%	9.60%
Graduation Rate	100.00%	95.50%	39.30%	50.70%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/15/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.10%	4.20%	1.30%	9.30%	9.60%	11.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.20%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

We have established a School-wide Safety Plan. All classrooms maintain binders with rosters, emergency reports, and the School-wide Safety Plan. All classrooms also have received emergency supply kits equipped with first-aid, water and rations, and toiletry. Administrators and staff have attended multiple school safety professional development opportunities and trainings including Lockdown and Active Shooter training, School / Law Enforcement forum, and School-Police Partnership webinar. School-wide safety and student security is priority for MSA-3, so we will continue to focus on attending trainings and dedicating professional development to maintaining school safety and implementing safety procedures. W e also coordinate emergency drills with Curtiss Middle School to establish a campus-wide safety procedure.

MSA 3 SCHOOL SAFETY PLAN

Last updated: 1/15/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.00	5	18	3
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	29.00		12	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	21.00	5	16	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 1/15/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	19.00	15	9	
Mathematics	13.00	8		
Science	23.00	7	9	
Social Science	22.00	7	8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	7	12	
Mathematics	24.00	6	10	1
Science	24.00	6	13	
Social Science	25.00	4	10	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	5	12	3
Mathematics	24.00	7	10	3
Science	27.00	3	10	4
Social Science	27.00	3	10	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/15/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	1.00
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/15/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12075.00	$2088.00	$9988.00	$62050.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

MSA-3 focuses on data driven results and our two Dean of Academics work with our Regional Director to determine specific interventions and goals to identify and analyze the data and what research supports. Map testing will take place March or April of 2016. The school's culture is still focused on academics because 6-8 and 10-11th grade students and will participate in state testing. The Smarter Balanced and the Science CST (California State Testing) schedules will be shared to all shareholders through various methods (school website, the weekly newsletter, phone calls and emails home, as well as Facebook and Twitter).

In order to internally assess student progress, MSA-3 continues to use Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exams to monitor growth and evaluate student academic needs as well as SBAC interim block and comprehensive exams. The MAP exams assess students in two main areas- mathematics and reading. This computer adaptive exam has been reformatted to closer align with the Common Core standards for the academic school year so that schools are better able to gauge how students are expected to score on the Smarter Balanced exam.

Since the suspension of the CSTs, Smarter Balance interim exams are also used to measure student progress. Block exams allow teachers to determine needs on subject specific areas, while the Review scores with students on an individual level. That way, students have a better understanding of areas of success and areas of need. Students are then asked to go over their scores and goals with parents who are required to sign that they understand their child's achievement. Parents are then given the opportunity to meet with teachers to discuss their child's scores and progress in their classes.

MSA-3 provides an educational environment that involves both in-class and after-class individual attention. After-class individual attention will occur as part of our after-school tutoring program. A customized program will be offered to students depending on their academic achievement level. Students with a D or F grade in core subjects are classified as low achievers. An improvement plan will be prepared with the involvement of the student, teacher, parent/guardian and dean of academics. Improvement plans will include additional homework, readings and mandatory after school tutoring. The student's progress will be evaluated by the teacher in a timely manner. Low achieving students attend after school tutoring concentrating on the subjects in which they most need assistance. The number of students in each tutoring group will not exceed seven and volunteers from local universities will also help with tutoring programs under the guidance of teachers.

Last updated: 1/15/2020

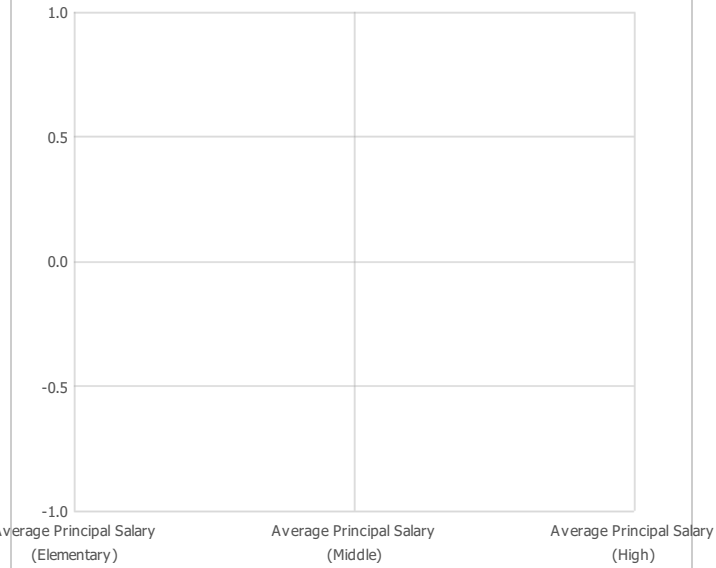
Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/15/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	8	32.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/15/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40

Last updated: 1/15/2020

Magnolia Science Academy 4

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Musa Avsar

Principal, Magnolia Science Academy 4

About Our School

Principal's Comment

Thank you for your interest in our school. We are a group of passionate and committed professionals who strive to assist all of our students become 21st century thinkers, innovators and problem solvers.

Contact

Magnolia Science Academy 4
11330 West Graham Pl., B-9
Los Angeles, CA 90064

Phone: 310-473-2464
Email: mavsar@magnoliapublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy 4
Street	11330 West Graham Pl., B-9
City, State, Zip	Los Angeles, Ca, 90064
Phone Number	310-473-2464
Principal	Musa Avsar
Email Address	mavsar@magnoliapublicschools.org
Website	http://msa4.magnoliapublicschools.org
County-District-School (CDS) Code	19647330117622

Last updated: 1/14/2020

School Description and Mission Statement (School Year 2019—20)

DESCRIPTION OF SCHOOL

Magnolia Public Schools (MPS) is a 501(c)(3) nonprofit 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 society. MPS' educational approach is based on the conviction that science, technology, engineering, art and math (STEAM) education is essential in improving the modern society's knowledge base and adaptability to the fast pace of ever changing technological advancements. MPS opened Magnolia Science Academy 4 (MSA4) in the fall of 2008. MSA4 is a charter school for grades 6–12 with a mission to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA4 offers a comprehensive learning experience designed to serve the needs of the students through effective site based instruction, rich hands on learning, and strong basics presented in ways that are relevant and inspiring to the students. Classroom instruction at MSA4 is supplemented by tutoring, peer mentoring, after school programs, and school to university connections. MSA4 has created a supportive and caring environment with small classes with strong student, parent and teacher communication which improves students' knowledge and skills in core subjects. This approach aims at increasing students' objective and critical thinking skills as well as their chances of success in higher education setting and beyond. The school provides students with a comprehensive educational program that cultivates multiple opportunities for students to develop into successful contributing members of society, and therefore, fulfills the intent of the California Charter Schools Act. MSA4 operates as a site based school that is designed to meet the needs of the students within the boundaries of Los Angeles Unified School District (LAUSD ten years of operation, the school has achieved an increasing trend of academic success and demonstrated organizational and financial stability. The Board of MPS consistently strives to ensure that MSA 4 offers a successful educational model with fidelity.

The Mission

Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others

The Vision

Magnolia Public Schools vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society.

Core Values

Magnolia Public Schools has identified the following core values that are reinforced through their "Life Skills curriculum", school wide learning outcomes (SLO), and all school activities.

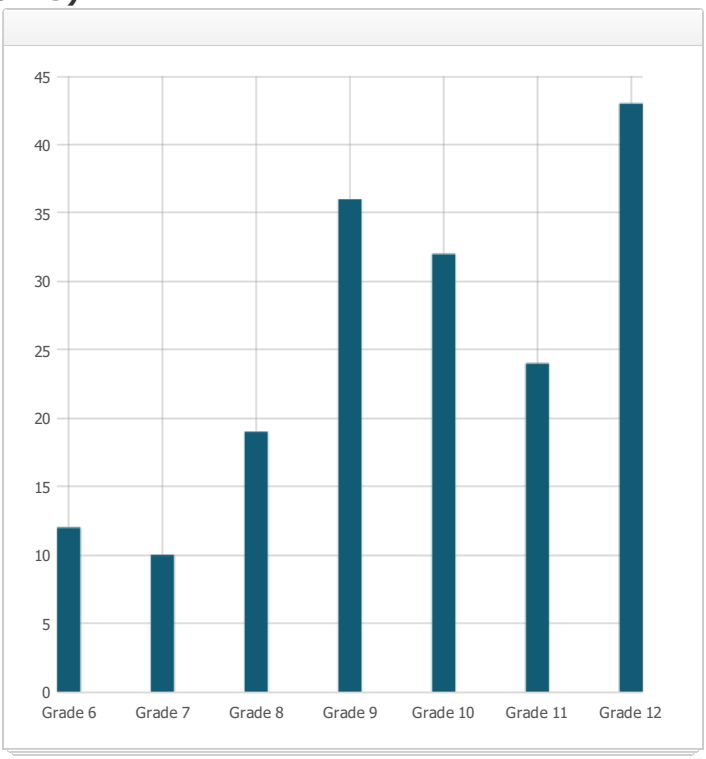
- School- Wide Learning Outcomes
- Connections - relationships
- Innovation - creativity
- Academic Excellence-rigor

The Student Learning Outcomes are based around our Core Values of Connection, Innovation and Academic Excellence. Our SLOs have recently been updated to meet the ever-changing needs of our student population and the community we serve.

Last updated: 1/14/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	12
Grade 7	10
Grade 8	19
Grade 9	36
Grade 10	32
Grade 11	24
Grade 12	43
Total Enrollment	176



Last updated: 1/14/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	17.60 %
American Indian or Alaska Native	%
Asian	0.60 %
Filipino	%
Hispanic or Latino	77.30 %
Native Hawaiian or Pacific Islander	%
White	4.50 %
Two or More Races	%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.60 %
English Learners	9.10 %
Students with Disabilities	23.30 %
Foster Youth	%
Homeless	1.70 %

A. Conditions of Learning

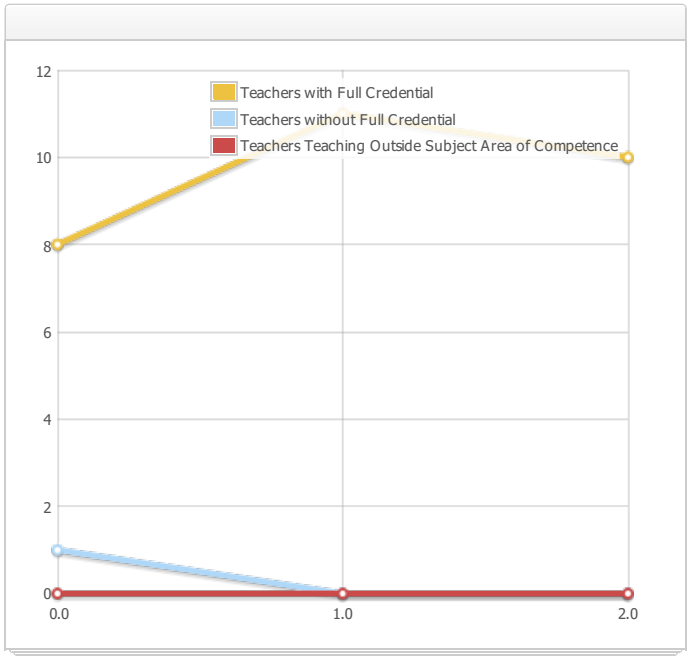
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

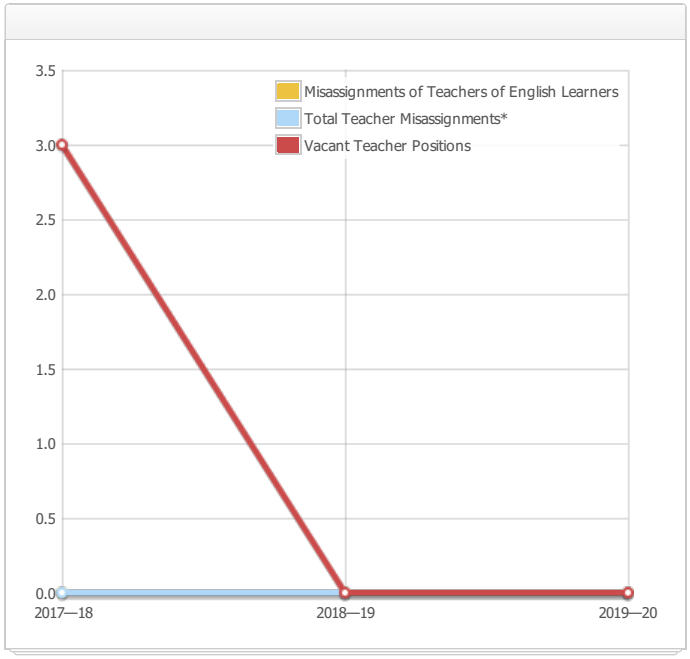
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	8	11	10	
Without Full Credential	1	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/14/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	3	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

MSA-4 utilizes California State Board of Education adopted instructional materials per related California Education Codes. The Magnolia Public Schools Home Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Below please find a summary chart setting forth the curriculum resource choices by content area.

Math: McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: ALEKS (3-12), Ironbox (1-8), Glencoe Math Accelerated, Thematic Unit Materials, Heinemann, The Young Mathematicians at Work Series; Renaissance Learning Accelerated Math Program, Study Island Program

Science: McGraw Hill, Integrated iScience (6-8); McGraw Hill, Biology, Physics, Chemistry (9-12); Enrichment/Intervention: FOSS (Full Option Science System), Research Corps, Thematic Unit Materials

English Language Arts/ELD: McGraw Hill Studysync (6-12); ELD Program-National Geographic Learning, Inside (6-8), Edge (9-12); Enrichment/Intervention: McGraw Hill, Wonders Intervention (K-5), McGraw Hill, FLEX Literacy (3-12), Research Corps, Thematic Unit Materials; Renaissance Learning Accelerated Reader Program, Study Island Program, Triumph Learning Common Core Support Coach, BrainPOP ESL

Social Science: McGraw Hill, Networks (K-12); Enrichment/Intervention: Thematic Unit Materials, The Chicago Review Press' Kids Guide Series for American and World History, New York Library Amazing… Series; Oxford University Press, A History of US; Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program

At MSA-4, every teacher has access to dedicated computers in their own classrooms and a laptop to prepare teaching activities such as class documentary movies, presentations, etc. Wireless network access will be available at MSA-4. Teachers will use various types of technology during classroom instruction, including computer and projector, interactive technology tools, access to educational websites such as Discovery Education, BrainPOP, Khan Academy, just to name a few. Furthermore, the school utilizes computers to support the instructional and managerial needs, such as online grades and attendance information, online homework, and student progress reports for parents using the CoolSIS, school information system.

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill Publisher's resources, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader program, and Triumph Learning Common Core Support Coach allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on common core and California content standards/framework which have not been achieved.

Students at MSA-4 develop their ability to use technology as a tool for learning, research, observation, and communication. MSA-4 encourages parents' active use of school's technological resources to track student's performance by providing computer access to all parents. MSA-4 is aware of the fact that, given its target population, a high percentage of students may have either limited or no access to any computer outside the school. MSA-4's computer science curriculum is designed for students with limited computer experience. MSA 4 has employed a one-to-one Chrome Book program and the devices go home to facilitate the use of our online textbooks.

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts/ELD: McGraw Hill Studysync (6-12); ELD Program-Edge (9-12); Enrichment/Intervention: McGraw Hill, McGraw Hill, MyON, Study Sync, BrainPOP ESL and Thematic Unit Materials	Yes	0.00 %
Mathematics	McGraw Hill, Glencoe, CA Math (6-8); McGraw Hill (9-12); Enrichment/Intervention: McGraw Hill	Yes	0.00 %
Science	McGraw Hill, Integrated Science (6-8); McGraw Hill, Biology, Environmental Science (9-12);	Yes	0.00 %
History-Social Science	McGraw Hill, Networks (K-12); Enrichment/Intervention: Thematic Unit Materials, The Chicago Review Press' Kids Guide Series for American and World History, New York Library Amazing… Series; Oxford University Press, A History of US; Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program	Yes	0.00 %
Foreign Language	Realidades, Nuevas vistas, Triangulo Aprobado and Temas	Yes	0.00 %
Health		Yes	0.00 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/14/2020

School Facility Conditions and Planned Improvements

Magnolia Science Academy 4 is co-located Daniel Webster Middle School. The campus is cleaned regularly by an on-site custodian throughout the school day. LAUSD custodians take care of cleaning and maintaining the facility.

Last updated: 1/14/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good

Last updated: 1/14/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	27.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	8.0%	8.0%	32.0%	34.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/14/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	59	100.00%	0.00%	27.12%
Male	32	32	100.00%	0.00%	31.25%
Female	27	27	100.00%	0.00%	22.22%
Black or African American	11	11	100.00%	0.00%	36.36%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	47	47	100.00%	0.00%	23.40%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	55	55	100.00%	0.00%	27.27%
English Learners	18	18	100.00%	0.00%	5.56%
Students with Disabilities	16	16	100.00%	0.00%	18.75%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	59	100.00%	0.00%	8.47%
Male	32	32	100.00%	0.00%	12.50%
Female	27	27	100.00%	0.00%	3.70%
Black or African American	11	11	100.00%	0.00%	9.09%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	47	47	100.00%	0.00%	8.51%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	55	55	100.00%	0.00%	9.09%
English Learners	18	18	100.00%	0.00%	5.56%
Students with Disabilities	16	16	100.00%	0.00%	12.50%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/14/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

State Priority: Other Pupil Outcomes

Last updated: 1/14/2020

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	25.00%	22.20%	16.70%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/14/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

MSA-4 Parent Task Force (PTF) works to maintain the close relationship with all stakeholders - teachers and administrators, students, parents and community members. Every parent of a student currently enrolled at MSA-4 is considered a member of the MSA-4 PTF. We also invite the participation of extended family members, friends, neighbors and other business community members. MSA-4 cultivates a culture of volunteerism. We actively encourage our families to contribute their talents and resources to enrich the educational experience of our students. Among its myriad of functions, the PTF assists our teachers with the integration of enrichment programs within the school curriculum. They also organize volunteers. The PTF supports the school and its students by organizing community-building events and helps to raise funds for the school and STEAM-related events. We are dedicated to working collaboratively with all stakeholders to enhance the education of every child.

State Priority: Pupil Engagement

Last updated: 1/14/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

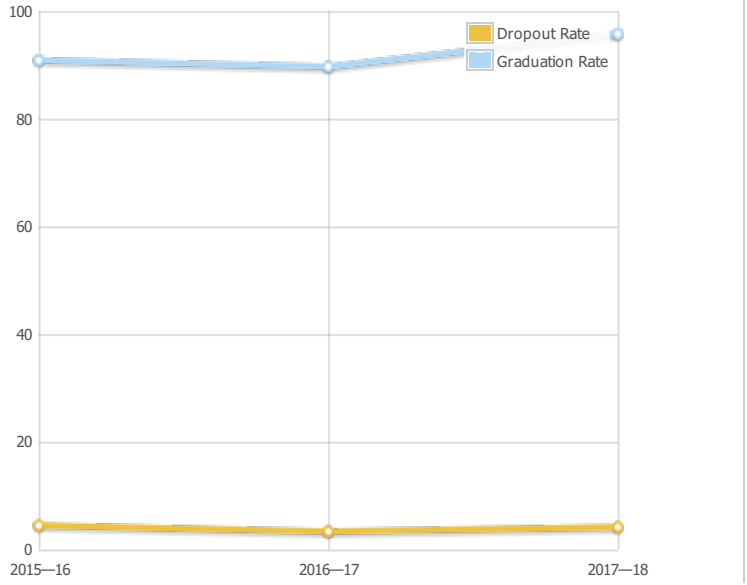
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	4.50%	13.70%	9.70%
Graduation Rate	90.90%	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	3.40%	4.20%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	89.70%	95.80%	79.70%	80.10%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/14/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	7.50%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/14/2020

School Safety Plan (School Year 2019—20)

MSA4 conducts fire, earthquake and other mandated drills including the lockdown drill. Our campus is a safe and welcoming environment for our students, parents, and staff. We are continuing to build a positive school culture by establishing and following up on our standards and expectations. School safety is a part of our school's annual summer in-service. Safety is also discussed weekly to ensure continuity. During the first weeks of school teachers meet with students to provide students with the MPS handbook which explains our standards and expectations of them including rules and procedures. MSA 4 employs a restorative justice model ("The Justice League") and provide clear school and classroom codes of conduct in a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks.

Last updated: 1/14/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	13.00	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	3.00	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	10.00	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	16.00	12	7	
Mathematics	12.00	4		
Science	23.00	4	6	
Social Science	21.00	7	5	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	13.00	13	3	
Mathematics	18.00	8	3	
Science	21.00	4	3	
Social Science	20.00	4	4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	10.00	10		
Mathematics	14.00	10		
Science	18.00	8		
Social Science	16.00	8	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/14/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/14/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11434.00	$1592.00	$9842.00	$61870.00
District	N/A	N/A	--	$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/14/2020

Types of Services Funded (Fiscal Year 2018—19)

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction, and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title IV
Title IV funds may be used to provide students with access to a well-rounded education; improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

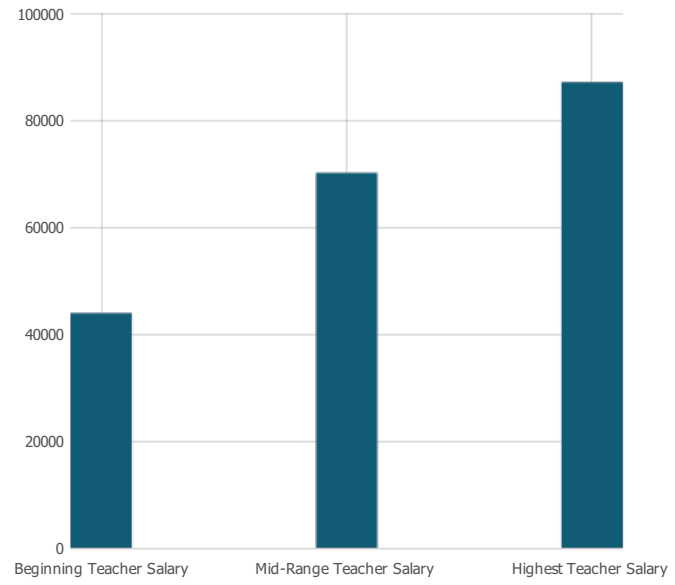
Last updated: 1/14/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

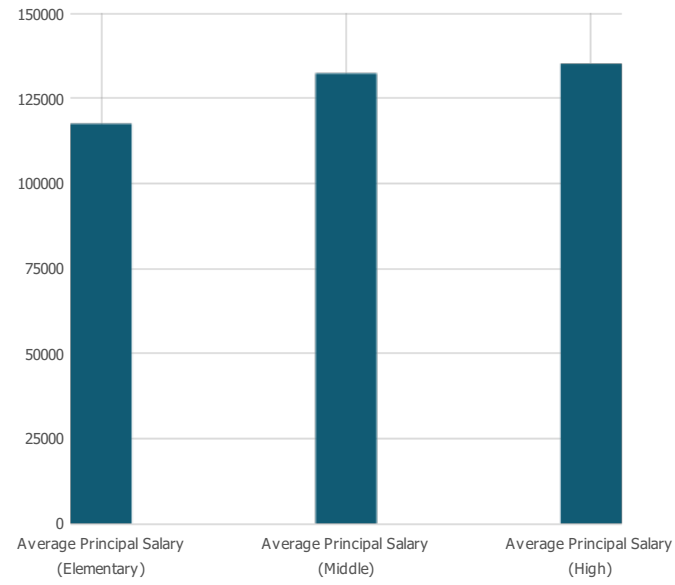
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$48,612
Mid-Range Teacher Salary	$70,141	$74,676
Highest Teacher Salary	$87,085	$99,791
Average Principal Salary (Elementary)	$117,494	$125,830
Average Principal Salary (Middle)	$132,291	$131,167
Average Principal Salary (High)	$135,145	$144,822
Superintendent Salary	$350,000	$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/14/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	4	27.80%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/14/2020

Magnolia Science Academy 5

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
Email Address	duardo_debra@lacoe.edu
Website	http://www.lacoe.edu

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy 5
Street	18230 Kittridge St.
City, State, Zip	Reseda, Ca, 91335-6121
Phone Number	818-705-5676
Principal	Brad Plonka, Principal
Email Address	msa5@magnoliapublicschools.org
Website	http://msa5.magnoliapublicschools.org/
County-District-School (CDS) Code	19101990137679

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

Magnolia Science Academy-5 (MSA-5) is an independent public charter school located in the Reseda community of Los Angeles. MSA-5 is a small-size school that serves 281 students from grades 6-12 in classes with a maximum of 27 students. Magnolia's mission is to provide high-quality education with an academic focus on math, science, and technology integration, and a character education focuses on raising respectful, responsible, and creative individuals by forming nurturing student parent-staff triads. We provide a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as electives, tutoring, after school clubs, field trips, community meetings, and much more. In its main curriculum, Magnolia Science Academy-5 provides its students with a rigorous education in core subjects, such as Math, Science, Social Studies, and English Language Arts. Physical Education and Foreign Language classes are also offered daily as part of the curriculum. Character Education and electives, such as Computer, Science Explorers, Introduction to Engineering are enrichments to the Magnolia Science Academy-5 main program.

MISSION STATEMENT
Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others.

INNOVATION
Students have the freedom to choose how and what they learn.
Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

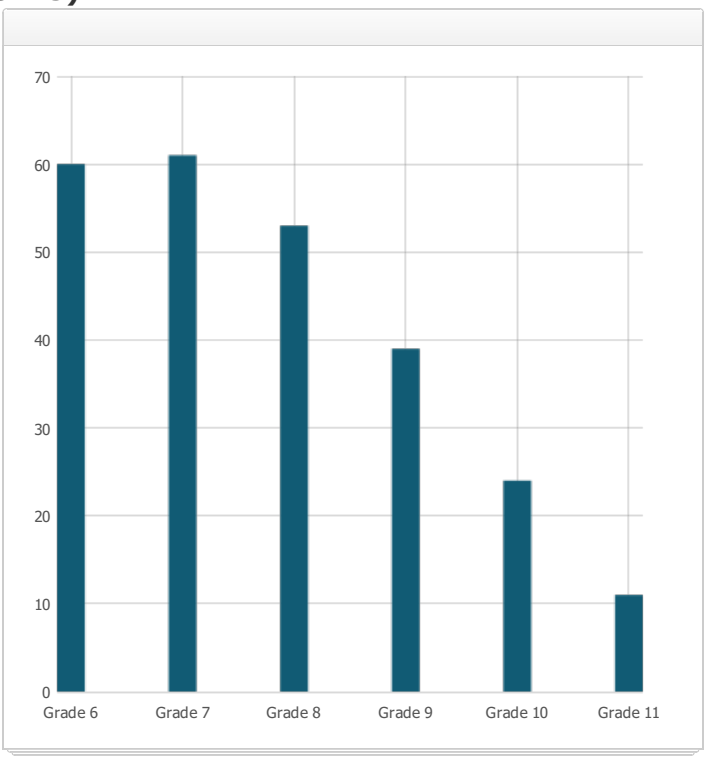
CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Last updated: 1/15/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	60
Grade 7	61
Grade 8	53
Grade 9	39
Grade 10	24
Grade 11	11
Total Enrollment	248



Last updated: 1/15/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.00 %
American Indian or Alaska Native	%
Asian	2.00 %
Filipino	3.20 %
Hispanic or Latino	87.50 %
Native Hawaiian or Pacific Islander	%
White	5.20 %
Two or More Races	%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.70 %
English Learners	23.80 %
Students with Disabilities	16.90 %
Foster Youth	%
Homeless	6.50 %

A. Conditions of Learning

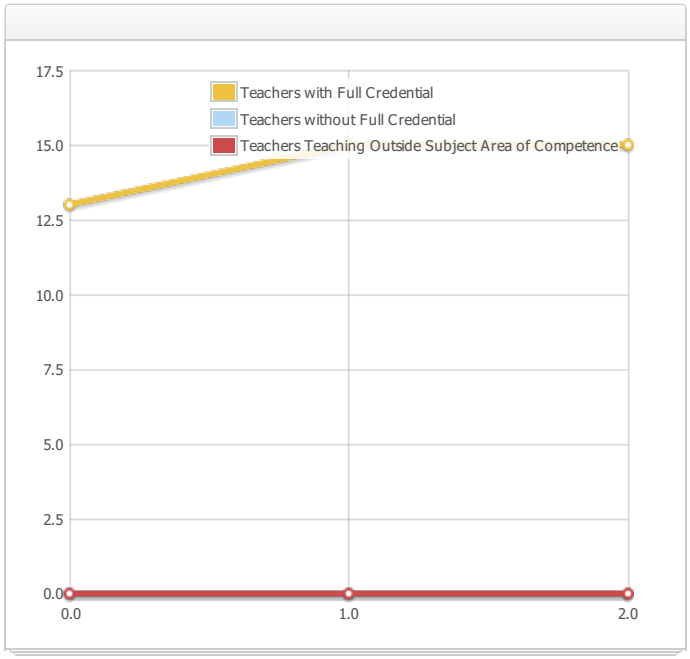
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

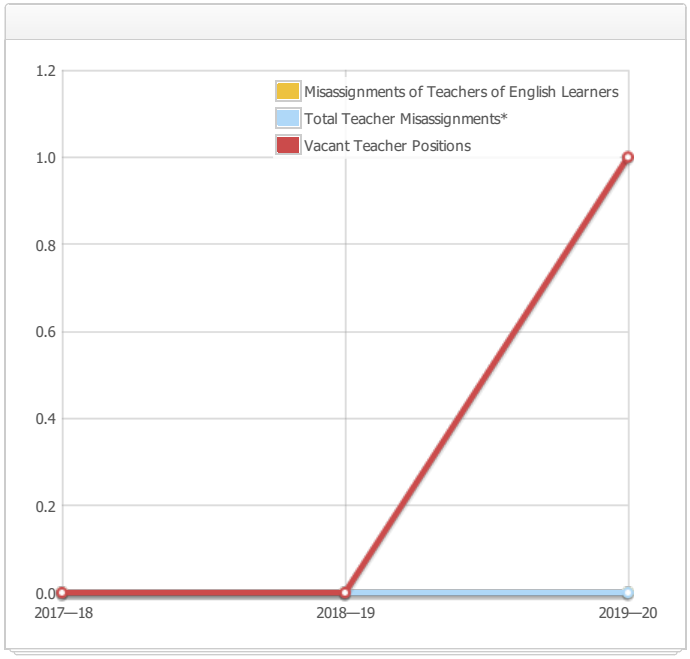
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	13	15	15	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: June 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync	Yes	0.00 %
Mathematics	McGraw Hill Integrated Math 1, 2, and 3 Glencoe Math	Yes	0.00 %
Science	Glencoe Integrated Science Glencoe Biology Conceptual Physics	Yes	0.00 %
History-Social Science	McGraw Hill	Yes	0.00 %
Foreign Language	Realidades 1 & 2	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

The campus is cleaned regularly by an on-site custodian throughout the school day. LAUSD custodians take care of cleaning and maintaining the facility. No other improvement is planned.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	45.63%	46.5%	43.0%	42.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	34.16%	38.67%	31.0%	30.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	181	181	100.00%	0.00%	46.41%
Male	92	92	100.00%	0.00%	50.00%
Female	89	89	100.00%	0.00%	42.70%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	156	156	100.00%	0.00%	47.44%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	162	162	100.00%	0.00%	47.53%
English Learners	96	96	100.00%	0.00%	32.29%
Students with Disabilities	25	25	100.00%	0.00%	20.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	12	12	100.00%	0.00%	41.67%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	181	181	100.00%	0.00%	38.67%
Male	92	92	100.00%	0.00%	41.30%
Female	89	89	100.00%	0.00%	35.96%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	156	156	100.00%	0.00%	37.82%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	162	162	100.00%	0.00%	38.89%
English Learners	96	96	100.00%	0.00%	30.21%
Students with Disabilities	25	25	100.00%	0.00%	28.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	12	12	100.00%	0.00%	41.67%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/15/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	34.68%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

We are committed to engaging parents as partners in their children's education. We work with parents to challenge and encourage our students to exceed expectations and always have support available. MSA-5 teachers often meet with parents for conferences and respond promptly to their e-mails and voice messages. Our unique school information system provides parents with confidential access to student records. The school website and the school newsletter keep our parents updated with news and events about the school and call for involvement in school events. We have a Parent Task Force (PTF) that meets regularly. Either directly or through the PTF, parents can help the school by volunteering in projects such as fundraisers, special events, field trips, campus beautification, the school site committee, and more.

State Priority: Pupil Engagement

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

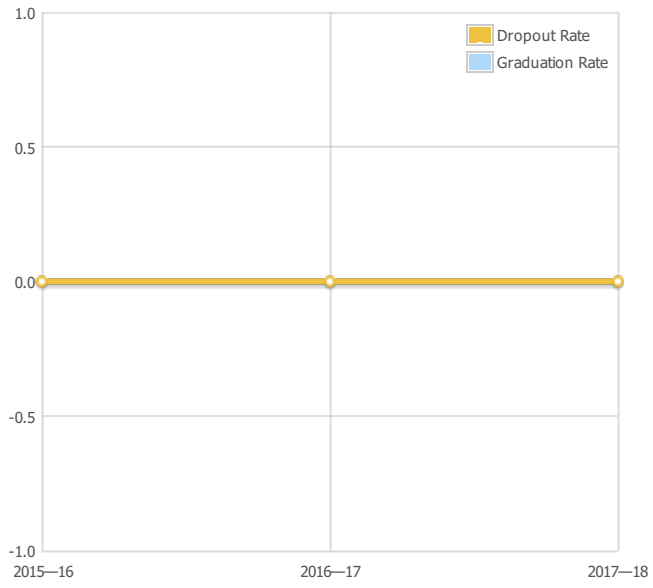
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	36.10%	9.70%
Graduation Rate	--	34.70%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	35.90%	36.60%	9.10%	9.60%
Graduation Rate	--	--	39.30%	50.70%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/15/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.40%	1.20%	9.30%	9.60%	11.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.40%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

Magnolia Science Academy-5 conducts monthly fire, earthquake and other mandated drills including lockdown drills. Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in the California Education Code Sections 35294-35297. Our campus is a very safe and welcoming school for our students, parents, and staff. We are building a school culture by establishing and following up on our standards and expectations. The whole staff is trained during the summer and meets every week to be on the same page to provide our students with sound structure. Teachers meet with their SSR/Advisory (homeroom) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment.
At Magnolia, we believe the safety of our students is crucial for their education. The students are constantly supervised, from the time they come to school until they leave, including the nutrition and lunch breaks. We have a uniform policy and also offer after-school programs until 6:00 P.M.
All students at MSA-5 have the right to feel safe at school, not threatened by anybody or anything. To this purpose, our school policies and procedures, detailed in our student handbook, are designed to provide a safe and friendly learning environment. A structured discipline policy has been established and enforced to provide such an environment.

Last updated: 1/15/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	20.00	5	17	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	19.30	5	17	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	27.00	4	12	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	19.00	5	5	1
Mathematics	19.00	1	2	0
Science	25.00	2	3	1
Social Science	31.00	0	3	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	5	4	0
Mathematics	23.80	4	6	0
Science	23.60	4	4	0
Social Science	23.40	3	5	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	16.00	12	4	1
Mathematics	20.00	7	5	1
Science	23.00	6	4	1
Social Science	24.00	3	5	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/15/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	2.00
Other	4.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/15/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10881.00	$1475.00	$9336.00	$59918.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

Title I
Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction, and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II
Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title IV
Title IV funds may be used to provide students with access to a well-rounded education; improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Last updated: 1/15/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	2	8.10%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/15/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	45	48	48

Last updated: 1/15/2020

Magnolia Science Academy 6

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

John Terzi

Principal, Magnolia Science Academy 6

About Our School

Dear Parents,

It is with honor and great pleasure that I greet you as the principal of Magnolia Science Academy-6. I am truly honored to be appointed to this position and am looking forward to working with you for a wonderful school year. I would like to give some background information about myself. I spent my childhood observing the daily lives of people with different socioeconomic and ethnic backgrounds and decided to become an educator after seeing some amazing educators. My Interest in science and technology education began when I was a young high school student. The intellectual and scientific environment that I was in let me develop my scientific intuition. This led me to pursue a scientific and academic career.

I received my degree from METU for my undergraduate education in the Physics Education Department. I also received my Masters in Education and Administrative credential from Cal. State Un. Long Beach in 2017. Before coming to Magnolia Science Academy-6 Palms (MSA-6) I held the positions of MSA-4 middle school science teacher, MSA-4 dean of academics, MSA-1 high school physics and AP physics teacher, Magnolia Public Schools Science department chair and MSA-1 dean of academics. My greatest initiative is to provide the leadership that will facilitate a school environment that will provide differentiated instruction to meet the needs of each student to the best of my ability. Besides that, I have implemented all the best practices which I observed at other public and private schools such as science fair, STEM Expo, history fair, Spanish fair, career fair, multicultural food festival (with parent task force group).

As a principal, I would like to establish a safe, positive school culture and challenging educational program for student learning and development. It is my mission to build a relationship of trust and collaboration within the school and community. I am working closely with students, parents and teachers to have a better communication and have an open door policy. I hold meetings with parents for coffee with the principal, school site council (SSC), English learner advisory committee (ELAC) and parent task force (PTF) meetings. Given my education and experience, my goals are to implement STEAM programs and activities, Common Core State Standards, have a data driven school culture and have a higher parent involvement.

I look forward to the exchange of ideas as we all work as a great team. Please let me know your questions or ideas.

Sincerely,

John G. Terzi

MSA-6 Principal

Contact

Magnolia Science Academy 6
3754 Dunn Dr.
Los Angeles, CA 90034-5805

Phone: 310-842-8555
Email: jterzi@magnoliapublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy 6
Street	3754 Dunn Dr.
City, State, Zip	Los Angeles, Ca, 90034-5805
Phone Number	310-842-8555
Principal	John Terzi
Email Address	jterzi@magnoliapublicschools.org
Website	www.msa6.magnoliapublicschools.org
County-District-School (CDS) Code	19647330117648

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

Magnolia Science Academy-6 (MSA-6) is operated by Magnolia Educational & Research Foundation ("MERF"), Magnolia Public Schools ("MPS") a non-profit public Charter School management organization dedicated to establishing and managing high-quality public Charter Schools in California. The vision of MPS is to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. 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. MPS' educational approach is based on the conviction that STEAM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements.

MSA-6 is a high-performing, classroom-based public Charter School located in the West Los Angeles and Palms community, serving students in grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math ("STEAM") since 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. We offer a comprehensive learning experience designed to serve the needs of our diverse student population 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, and after-school programs.

For the past ten years, MSA-6 has had a clear STEM focus. MPS Leadership and its Board of Directors are now committed to expanding on this success and began to make the shift towards a strong STEAM focused organization during the 2015-16 school year, adding arts discipline. The most developed areas have been Math and Science, with the understanding that Engineering and Technology offered great growth potential.

School Vision
Magnolia Science Academy-6's vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society.

School Mission
Magnolia Science Academy-6 provides a college preparatory educational program emphasizing science, technology, engineering, art and math (STEAM) in a safe environment that cultivates respect for self and others.

Student Learner Outcomes
The SLO's are measurable schoolwide goals that every student is expected to achieve upon promotion from MSA-6. Our schoolwide SLO's are embedded in our curriculum, including Character Education, our instructional practice, core values, and daily culture at MSA-6.

MSA-6 graduates will be:

SCHOLARS who:

Think critically.
Apply, analyze, identify, synthesize and evaluate information and experiences.
Connect the skills and content learned across the curriculum and evaluate multiple points of view.
Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
Utilize problem-solving techniques during conflict resolution and can compromise.

INDEPENDENT SCHOLARS who:

Exhibit the ability to integrate technology as an effective tool in their daily lives.
Use technology effectively to access, organize, research and present information.
Demonstrate effective oral and written communication skills using academic language at school, with peers and in the community.
Demonstrate content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
Are self-directed.
Meaningfully engage in learning activities.
Know their readiness levels, interests, and backgrounds.
Understand their own learning styles and intelligence preferences.
Reflect on their learning.
Accept and integrate feedback.
Adapt to change.

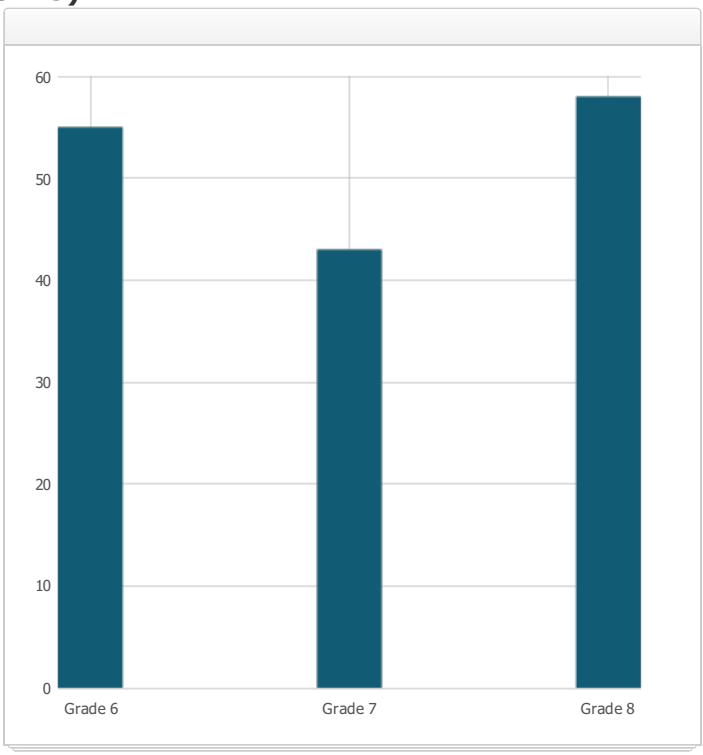
COMMUNITY FOCUSED CITIZENS who:

Embrace and respect cultural diversity through the understanding of our global world.
Demonstrate knowledge and understanding of American and world history and the values of different cultures.
Contribute to the improvement of life in their school and local community.
Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.
Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

Last updated: 1/15/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	55
Grade 7	43
Grade 8	58
Total Enrollment	156



Last updated: 1/15/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	9.60 %
American Indian or Alaska Native	%
Asian	0.60 %
Filipino	%
Hispanic or Latino	85.30 %
Native Hawaiian or Pacific Islander	%
White	2.60 %
Two or More Races	1.90 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	83.30 %
English Learners	20.50 %
Students with Disabilities	21.20 %
Foster Youth	0.60 %
Homeless	4.50 %

A. Conditions of Learning

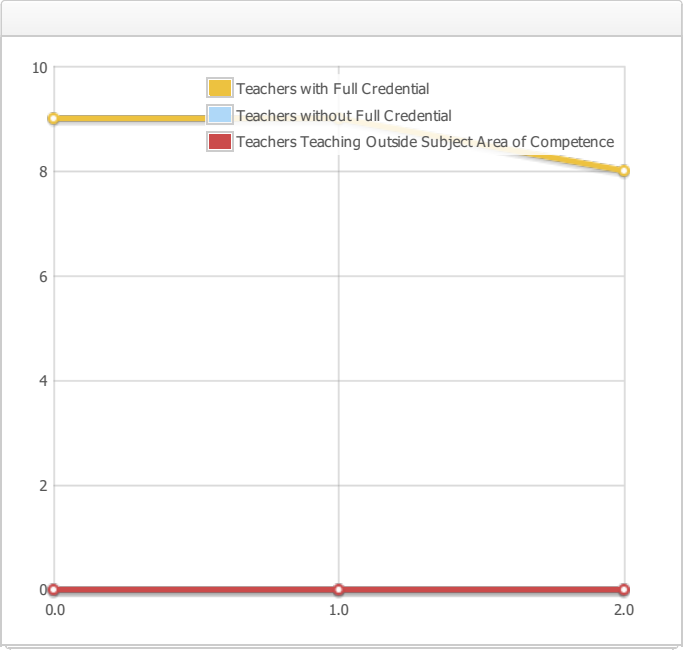
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

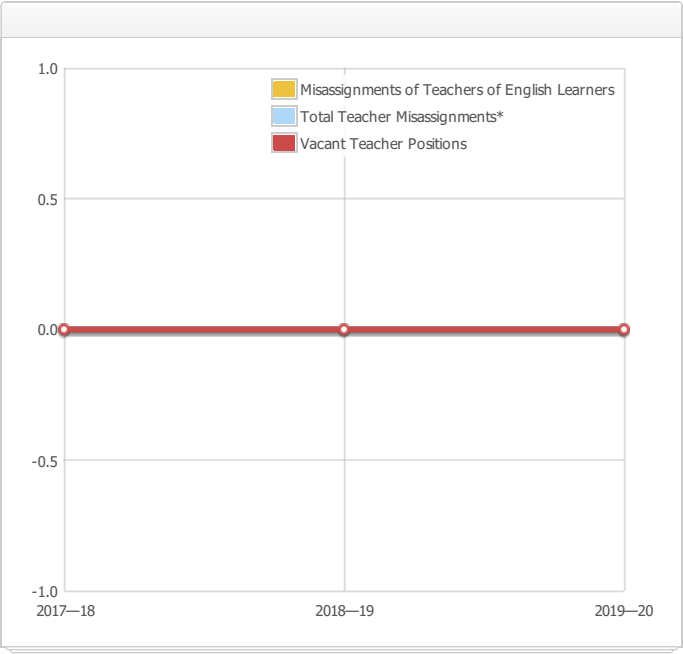
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	9	9	8	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill English for 6th-7th-8th	Yes	0.00 %
Mathematics	McGraw Hill Math for 6th-7th-8th grades	Yes	0.00 %
Science	CA Inspire Science for 6th-7th-8th grades by McGraw Hill	Yes	0.00 %
History-Social Science	McGraw Hill History for 6th-7th-8th grades	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

1. At our school, we have 3 to 4 teachers out on duty daily to ensure safety for the kids.
2. At our school we have monthly drills for fire, eartquake and lockdown. Every year we have 4 fire drills, 4 earthquake drills and 2 lockdown drills.
3. At the beginning of 2016-17 school year, we replaced our security cameras and installed high definition surveillance cameras for students' safety.
4. School facilities are in good shape. Some classrooms are a little cold and heaters were provided for each clasroom by the administration for the students. This has been brought up to the attention of the site manager to have a regular heater for these classrooms.
5. At the beginning of 2016-17 school year, we purchased intercom system for our front door and increased visitor monitoring.
6. Over the summer break, a fresh coat of paint was added to the exterior walls.
7. Painting of the lunch benches were done during the summer break.
8. Our Parent Task Force (PTF) raises money for facility improvement and organizes campus beautification days every year.
9. School cleanliness is enforced to the students as well as to the staff. There is also a full time custodian who cleans the classrooms and the campus every day.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating	Good

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	46.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	39.0%	38.0%	32.0%	34.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	160	100.00%	0.00%	45.63%
Male	69	69	100.00%	0.00%	42.03%
Female	91	91	100.00%	0.00%	48.35%
Black or African American	14	14	100.00%	0.00%	50.00%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	138	138	100.00%	0.00%	43.48%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	142	142	100.00%	0.00%	42.96%
English Learners	70	70	100.00%	0.00%	31.43%
Students with Disabilities	33	33	100.00%	0.00%	6.06%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	159	99.38%	0.62%	38.36%
Male	69	69	100.00%	0.00%	34.78%
Female	91	90	98.90%	1.10%	41.11%
Black or African American	14	14	100.00%	0.00%	35.71%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	138	137	99.28%	0.72%	36.50%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	142	141	99.30%	0.70%	38.30%
English Learners	70	70	100.00%	0.00%	31.43%
Students with Disabilities	33	32	96.97%	3.03%	15.63%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/15/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

We don't have a CTE program at the moment but what we do have is a Life Skills Program.
Life Skills program at Magnolia Public Schools contains topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader schoolwide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support MPS' effort to inspire positive principles of conduct in future leaders. Life Skills program also enables all students, including socioeconomically disadvantaged students, to have a vision and be more specific on their goals to be successful at school and during their life.

State Priority: Other Pupil Outcomes

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	26.10%	26.10%	23.90%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/15/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

PARENTAL INVOLVEMENT

1. Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing with their education after graduation. MSA-6 believes that a cooperative parentstudent-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA-6 will work with parents to make them aware of the importance of their involvement in their children's education through some combination of the following activities: Parent education groups where parents will learn the importance of their involvement in their child's education. Individualized student and parent advisory sessions: Each of our 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.

2. Student-Teacher Status Portal

MSA-6 uses Illuminate Education which is an online web portal currently being used at all Magnolia Public Schools (MPS). The use of the school website enables 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 homew ork 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. MSA-6 also uses Parent Square and Class Dojo to send quick messages, voicemails, pictures and permission slips. These tools improves our communication with parents and close a gap between the school and the families.

3. Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-6. By having representative(s) on the MPS Board and the SSC, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. Other opportunities for parental involvement include: The Parents/Guardians will attend Coffee with the principal and Parent Task Force (PTF) meetings regularly and advise the SSC. In 2016-17 school year, we have started our Parent College program which is a parent empowerment program designed to improve parents' capacity so they can become informed advocates for their children's education. Our parents will meet with our staff on Saturdays (5 meetings) and graduate from this program in April. Teachers will be encouraged to make home visits to discuss student progress w ith the parents. Parents, students, and teachers meet throughout the year to monitor students' progress. Parents complete a survey each year evaluating the strengths and weakness they identify with the program at MSA-6. There will be various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning. Teachers will meet one-on-one with parents of low-achieving students on an as needed basis to ensure the proper supports are in place for the student. Parents will have the opportunity to attend periodic events for teambuilding, presentation of the latest school news, and recognition of parent contributions.

State Priority: Pupil Engagement

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

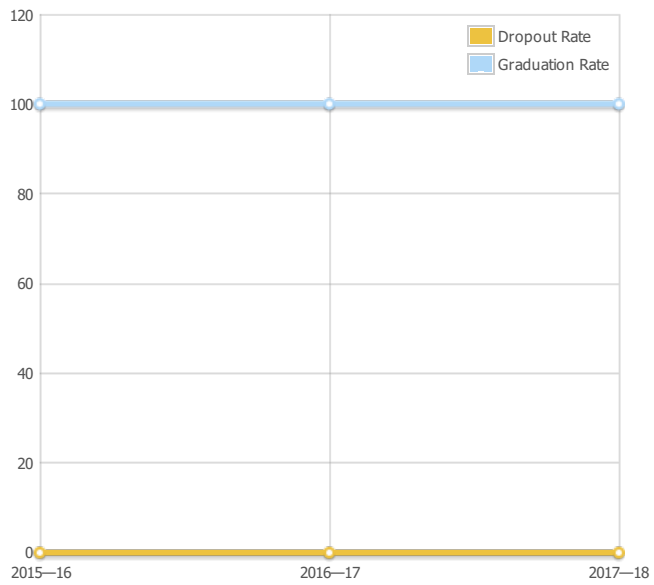
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	13.70%	9.70%
Graduation Rate	100.00%	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	10.80%	11.30%	9.10%	9.60%
Graduation Rate	100.00%	100.00%	79.70%	80.10%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/15/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.60%	0.00%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

MSA-6's comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

• Protect the safety and welfare of students and staff.
• Provide for a safe and coordinated response to emergency situations.
• Protect the school's facilities and property.
• In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
• Provide for coordination between the school and local emergency services when necessary.

Employee Preparedness
A number of measures are taken on an ongoing basis to ensure that school staff is prepared to respond immediately and appropriately to disasters. These include:

• Review of this Plan and any other emergency policies and procedures;
• Review of an employee's role during an emergency;
• Knowledge of how to conduct and evaluate required drills;
• Familiarity with the layout of buildings, grounds and all emergency procedures;
• Review of the location of all emergency exits, fire extinguishers, fire alarms and emergency equipment and supplies;
• Attend update training in first aid, CPR, use of fire extinguishers and search and rescue as necessary.

MSA-6 provides 3 to 4 teachers out on duty daily to ensure safety for the kids. At our school we have monthly drills like fire, eartquake or lockdown. Every school year, we do 4 fire drills, 4 earthquake drills and 2 lockdown drills.

A copy of the detailed safety plan is uploaded on our website (MSA-6 School Safety Plan Web Version)

Last updated: 1/15/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.00		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	23.00		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.00		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	30.00		4	
Mathematics	30.00		4	
Science	30.00		4	
Social Science	30.00		4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	29.00		4	
Mathematics	29.00		4	
Science	29.00		4	
Social Science	29.00		4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00		4	
Mathematics	25.00		4	
Science	25.00		4	
Social Science	25.00		4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/15/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/15/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10475.00	$2099.00	$8376.00	$58598.00
District	N/A	N/A	--	$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II

Title II funds may be used for professional development in content know ledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled. EIA LEP Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. Use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees. EIA State Comp Ed Economic Impact Aid (EIA) funds provide compensatory education services for educational disadvantaged students. Additional support may be provided through the low ering of class size, professional development and support for students with at-risk behaviors.

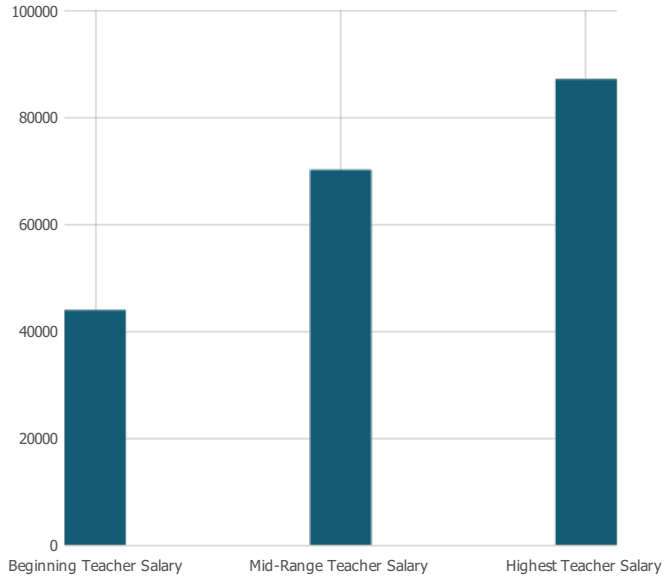
Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

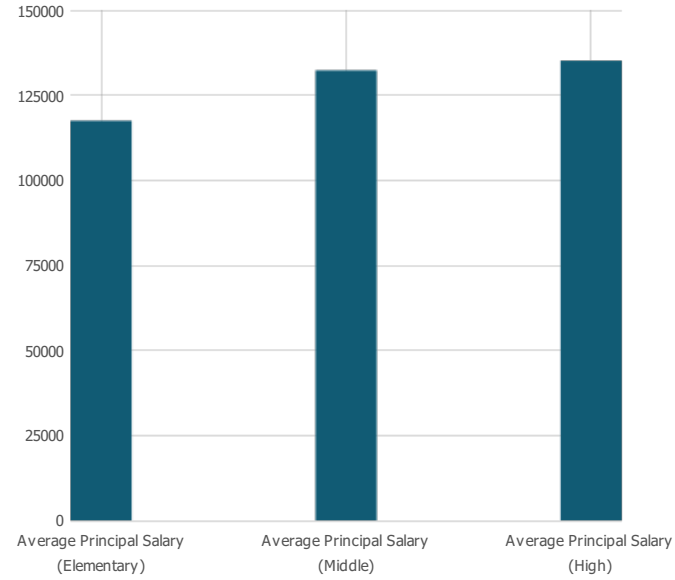
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$48,612
Mid-Range Teacher Salary	$70,141	$74,676
Highest Teacher Salary	$87,085	$99,791
Average Principal Salary (Elementary)	$117,494	$125,830
Average Principal Salary (Middle)	$132,291	$131,167
Average Principal Salary (High)	$135,145	$144,822
Superintendent Salary	$350,000	$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/15/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	8

Last updated: 1/15/2020

Magnolia Science Academy 7

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Meagan Wittek

Principal, Magnolia Science Academy 7

About Our School

Hello, my name is Meagan Wittek and I am honored to be the new principal of Magnolia Science Academy-7, of a small community school where the administration and staff strive to provide a quality education for all students.

There are many exciting things happening this year. MSA-7 will continue with its STEAM focused instructional model with the implementation of a Guided Math program, Robotics Club, and continued art lessons through The Music Center. We're also excited about our new facility improvements including a sand-free playground and newly renovated restrooms.

MSA-7 values partnerships with all stakeholders. We encourage all to become a part of what Magnolia Science Academy-7 has to offer our students and community. We count on partnerships to provide the best education for the children in our school community. Education is a team effort that cannot occur without the backing of every staff member, the involvement of every parent, and the dedication of every student. At MSA-7, we value our School Site Council, English Language Advisory Council, and Parent Task Force committees.

I look forward to working with everyone to ensure that Magnolia Science Academy-7 is a place where children grow socially, emotionally, and academically in order to reach their maximum potential.

My best wishes for a productive and successful 2019 - 2020 school year.

Meagan Wittek-Principal

Contact

Magnolia Science Academy 7
18355 Roscoe Blvd.
Northridge, CA 91325-4104

Phone: 818-886-0585
Email: mwittek@magnoliapublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy 7
Street	18355 Roscoe Blvd.
City, State, Zip	Northridge, Ca, 91325-4104
Phone Number	818-886-0585
Principal	Meagan Wittek
Email Address	mwittek@magnoliapublicschools.org
Website	http://msa7.magnoliapublicschools.org
County-District-School (CDS) Code	19647330117655

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

Magnolia Science Academy-7 (MSA-7) is small public independent charter school located in the city of Northridge in the San Fernando Valley. MSA-7 is one of ten schools under the direction of Magnolia Public Schools, a non-profit Charter Management Organization (CMO) serving the Southern California region. MSA-7 is proudly celebrating its tenth year in operation, first opening its doors in 2010.

The students of MSA-7 receive an education that is aligned to Common Core State Standards (CCSS) with a focus in Science, Technology, Engineering, Art, and Math (STEAM). The students learn through a hands-on inquiry based teaching model for all core subject areas. In addition, students receive weekly computer and physical education classes, along with visual arts classes thanks to a grant from The Music Center. Educating the whole child is a key feature of Magnolia Science Academy-7. We offer a robust program that includes social emotional learning and development, after school clubs and programs, school-wide events, intervention and enrichment services, parent workshops, home visits, and more.

Mission Statement
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.

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

MPS has identified the following core values, which are reinforced through the Character Education lessons, school wide learner outcomes (SLOs), and all school activities:

Excellence
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

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

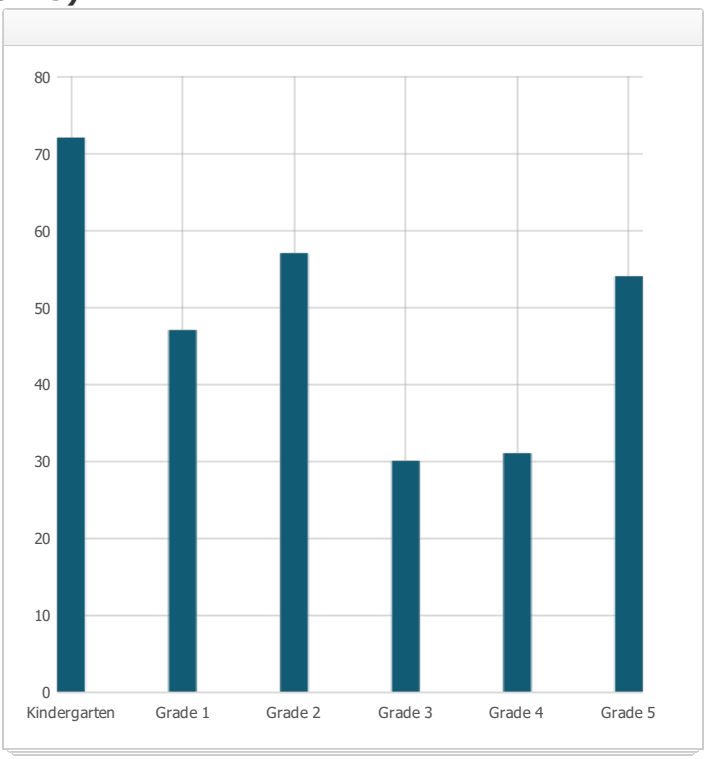
Connection
School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, the community cultivates an identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall

communitybased goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Last updated: 1/15/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	72
Grade 1	47
Grade 2	57
Grade 3	30
Grade 4	31
Grade 5	54
Total Enrollment	291



Last updated: 1/15/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	3.80 %
American Indian or Alaska Native	%
Asian	6.20 %
Filipino	6.90 %
Hispanic or Latino	67.70 %
Native Hawaiian or Pacific Islander	%
White	14.40 %
Two or More Races	1.00 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	72.50 %
English Learners	29.90 %
Students with Disabilities	13.10 %
Foster Youth	%
Homeless	8.20 %

A. Conditions of Learning

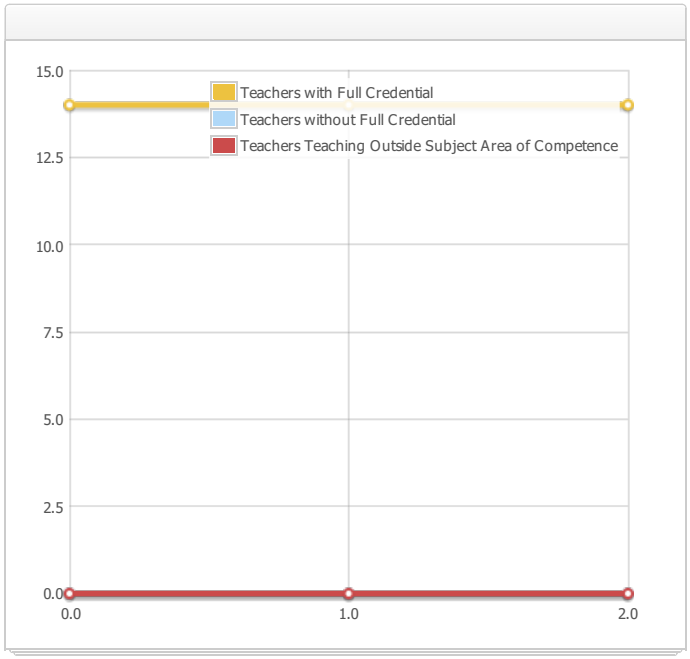
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

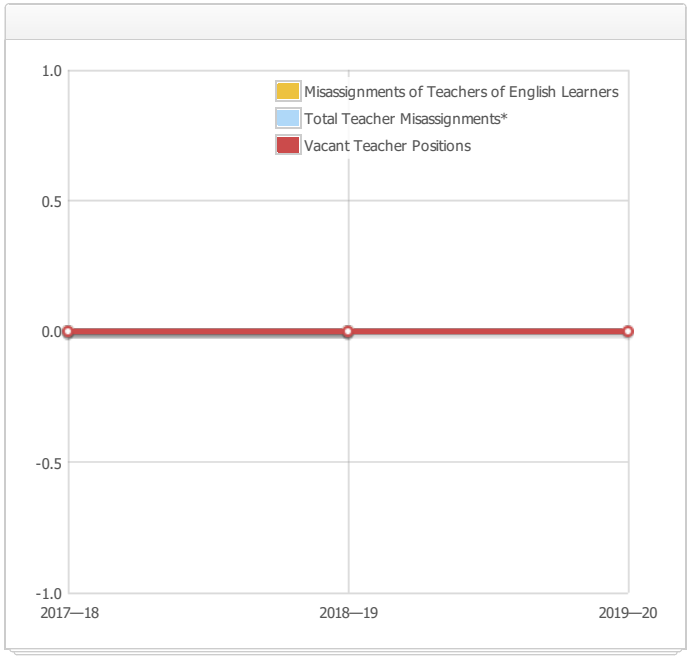
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	14	14	14	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: June 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, McGraw Hill	Yes	0.00 %
Mathematics	My Math, McGraw Hill	Yes	0.00 %
Science	Inspire Science, McGraw Hil	Yes	0.00 %
History-Social Science	Networks, McGraw Hill	Yes	0.00 %
Foreign Language			0.00 %
Health	Sparks Health Education (2014) Health Connected: Puberty Talk (2018)	Yes	0.00 %
Visual and Performing Arts	Teacher produced materials for arts integration Curriculum and lessons from The Music Center through visual arts grant	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

MSA-7 rents a one-story building from LifeHouse Church. The building was previously used by the church for their own private school. Although the building is old, it meets standard regulations and has annual Fire Marshal approval. Periodic inspections shall be undertaken as necessary to ensure all safety standards are met.

MSA-7 has one full-time and one part-time custodian who ensure the school is kept clean and sanitary. There is also a part-time maintenace employee who handles minor maintenance items as needed. MSA-7 outsources all larger maintenance/custodial duties and operational functions such as pest control, landscaping and gardening, plumbing, A/C repairs, etc. to vendors who are qualified to perform such functions.

During the summer of 2019, several facility improvement projects were completed to improve the safety and quality of the school site campus. A new ADA compliant staff restroom was built. All student restrooms were remodeled including upgrades to energy efficient toilets and sinks, painting, and new dividers installed. The student playground was completely redone which included removing the sand and installing foam rubber flooring. A new energy efficient roof was also installed earlier in the school year last year in order to prevent rain leaks and help with heating and cooling.

Future projects that are in the planning stages include, installing shading for the playground, repairing a shared wall with a neighboring business, weather stripping on all doors installed and repairs made to the asphalt in the parking lot area.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Weather stripping will be installed on all doors Shading will be installed on sections of the playground where trees do not cover

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	45.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	32.0%	32.0%	34.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	110	97.35%	2.65%	44.55%
Male	54	52	96.30%	3.70%	40.38%
Female	59	58	98.31%	1.69%	48.28%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	83	81	97.59%	2.41%	34.57%
Native Hawaiian or Pacific Islander					
White	15	14	93.33%	6.67%	85.71%
Two or More Races					
Socioeconomically Disadvantaged	87	85	97.70%	2.30%	37.65%
English Learners	50	48	96.00%	4.00%	33.33%
Students with Disabilities	25	24	96.00%	4.00%	25.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	112	99.12%	0.88%	32.14%
Male	54	54	100.00%	0.00%	33.33%
Female	59	58	98.31%	1.69%	31.03%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	83	83	100.00%	0.00%	24.10%
Native Hawaiian or Pacific Islander					
White	15	14	93.33%	6.67%	57.14%
Two or More Races					
Socioeconomically Disadvantaged	87	87	100.00%	0.00%	26.44%
English Learners	50	50	100.00%	0.00%	20.00%
Students with Disabilities	25	24	96.00%	4.00%	25.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/15/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

MSA-7 is a STEAM focused elementary school which provides students with weekly computer courses, engineering and robotics clubs and opportunities to participate in the school-wide and Magnolia Public Schools annual STEAM expos. Computer courses included instruction in Microsoft Office programs, typing skills, Google Classroom, coding and Internet safety.

MSA-7's mission states that we are providing students with a college and career readiness education. All students participate in the annual College and Career Week activities, field trips to local colleges, and guest speakers who are professionals in STEAM focused careers.

State Priority: Other Pupil Outcomes

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.30%	26.40%	11.30%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/15/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

MSA-7 is a school of choice which greatly benefits from parent involvement in our students' learning process. All parents have access to their child's Student Information System (SIS) account so they have the ability to track their child's progress throughout the school year and contact staff as needed via email or phone. All contact information is provided at the start of the year and is available on the school website.

A unique feature of Magnolia Public Schools is the Home Visit program involves teachers and other staff members visiting students and families at their home. These visits enhance communication beyond what a phone call or an email may do. They are a critical component in maintaining an open line of communication between teachers and families. Before the start of the school year, MSA-7 holds an orientation for both new and returning students. Each teacher has the opportunity to meet their students and families to share the school and classroom expectations. Parents are also able to voice any concerns they have prior to the school year starting as well as have any of their questions answered. Throughout the year, two sets of parent/teacher conferences are held, one in the fall and one in the spring. In addition, conferences can be scheduled at any point by teacher or parent. Back to School Night and Open House are also good opportunities for all stakeholders to see one another and talk.

Our school has an active Parent Task Force (PT F) which meets monthly to plan school-wide events and fundraisers. Additionally, monthly Coffee with Administration meetings give parents the opportunity to meet the entire administration team and discuss any school-related items in a smaller setting. MSA-7 also holds regular English Language Advisory Council (ELAC) and School Site Council (SSC) meetings where elected stakeholders meet to discuss and vote on important school matters. Things such as the school LCAP plan, the School Safety Plan, and the School Wellness Plan are shared with members of both committees.

Parents are encouraged to become volunteers are MSA-7 and to be active members of our school community. All stakeholders including parents, staff and students are given the opportunity annually to complete a stakeholder survey so the school can better learn how to meet the needs of our community members.

State Priority: Pupil Engagement

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

As part of the development of our School Safety Plan, different groups of stakeholders meet annually to review, revise, and update the plan as needed for the following school year. The Dean of Students works on the plan first under the guidance of the MPS Director of Student Services. It is then shared with the Principal. After their review, the plan is shared with several different committees and members of the community. The timeline of meeting and approval dates is below:

A meeting for public input was held on October 10, 2018 at Magnolia Science Academy-7

Reviewed by Law Enforcement October 25, 2018

Plan Adopted by School Site Council October 16, 2018

Plan approved by Magnolia Public Schools Board November 8, 2018

Statement of Purpose

A comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

-Protect the safety and welfare of students and staff.
-Provide for a safe and coordinated response to emergency situations.
-Protect the school's facilities and property.
-In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible.
-Provide for coordination between the school and local emergency services when necessary.

Last updated: 1/15/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00		2	
1	29.00		1	
2	28.00		1	
3	30.00		2	
4	26.00		3	
5	28.00		2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00		2	
1	26.00		2	
2	29.00		1	
3	30.00		1	
4	24.00		2	
5	24.00		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		3	
1	24.00		2	
2	29.00		2	
3	30.00		1	
4	31.00		1	
5	28.00		2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/15/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.40
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	5.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/15/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18530.00	$2680.00	$15851.00	$55883.00
District	N/A	N/A	--	$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention,
parental involvement, personalization and support for students with at-risk behaviors.

Title II

Title II funds may be used for professional development in content know ledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title IV

Title IV funds may be used to provide students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

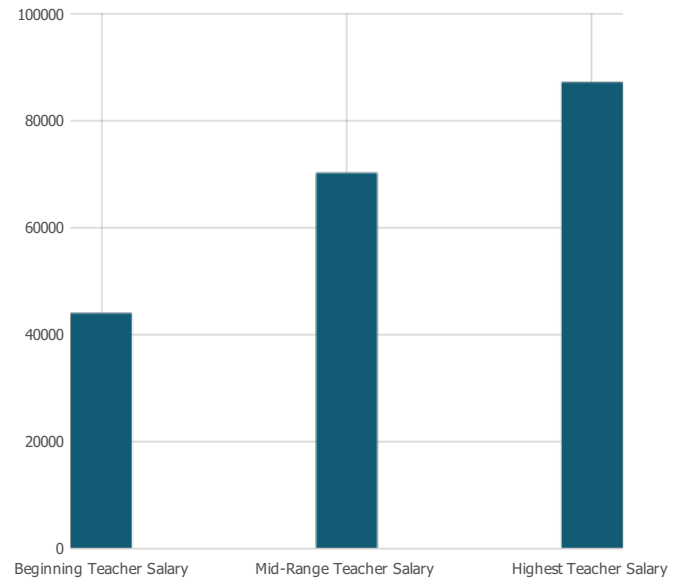
Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

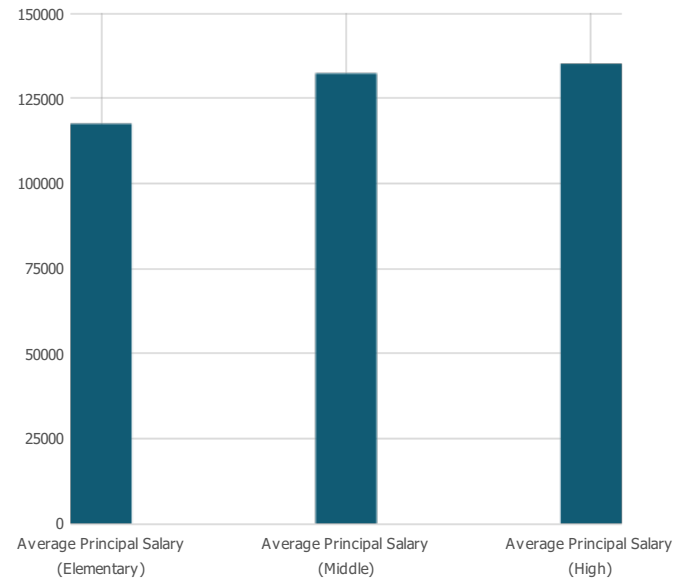
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$48,612
Mid-Range Teacher Salary	$70,141	$74,676
Highest Teacher Salary	$87,085	$99,791
Average Principal Salary (Elementary)	$117,494	$125,830
Average Principal Salary (Middle)	$132,291	$131,167
Average Principal Salary (High)	$135,145	$144,822
Superintendent Salary	$350,000	$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/15/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	26	37	39

Last updated: 1/15/2020

Magnolia Science Academy Bell

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Jason Hernandez

Principal, Magnolia Science Academy Bell

About Our School

Magnolia Science Academy Bell has proudly been serving the southeast community of Bell and local surrounding cities since 2010. We are proud of our safe learning environment and of the many great opportunities afforded to our students, families, staff, and alumni.

Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society. This has been our vision since the inception and we continue to provide students and families with a top-notch educational program that develops young people with the skills sets that make every graduate college and career ready.

Principal's Comment

Magnolia Science Academy Bell is an inclusive, STEAM-focused charter school, established and proudly serving the South-East Los Angeles communities, such as Bell, Cudahy, Maywood, and Huntington Park. Our school opened in 2010 as part of the LAUSD Public School Choice initiative.

We provide a model that fully includes all learners into every classroom with an academically rigorous and enriching common core state standards-based curriculum. Our instructional strategy is powered by an online platform that allows us to produce a personalized-learning environment to empower all students to become self-directed learners.

Students build the habits, mindsets, and behaviors that lead to academic and personal success by setting goals for their learning, reflecting on their progress, and developing strong relationships with caring and trusted adults who know them as individuals and can provide rich feedback.

Graduates of MSA Bell develop into scientific

Contact

Magnolia Science Academy Bell
6411 Orchard Ave.
Bell, CA 90201-1023

Phone: 323-826-3925

Email: jhernandez@magnoliapublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy Bell
Street	6411 Orchard Ave.
City, State, Zip	Bell, Ca, 90201-1023
Phone Number	323-826-3925
Principal	Jason Hernandez
Email Address	jhernandez@magnoliapublicschools.org
Website	http://msa8.magnoliascience.org
County-District-School (CDS) Code	19647330122747

Last updated: 1/14/2020

School Description and Mission Statement (School Year 2019—20)

Mission

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

Vision

Magnolia Public Schools' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society.

Core Values

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

EXCELLENCE - Academic excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

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

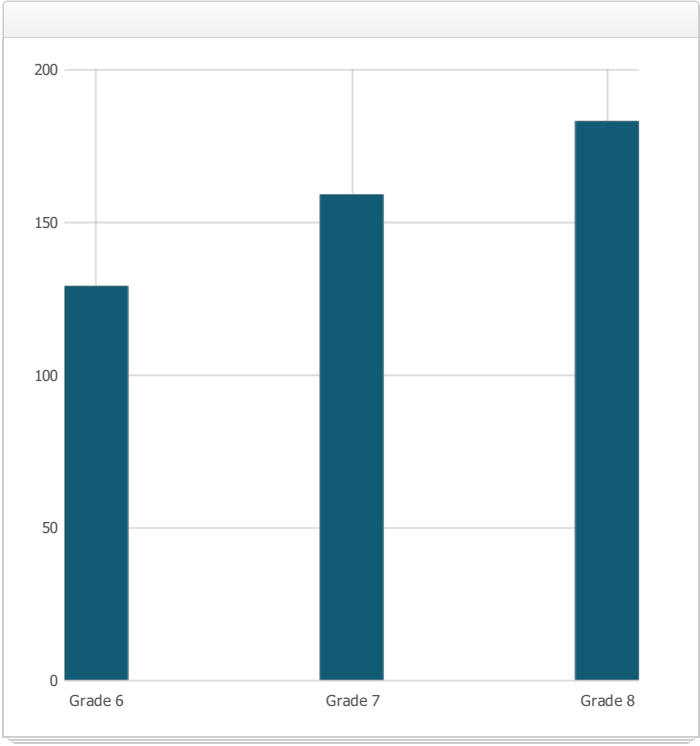
CONNECTION - School communities are integrated partnerships with the school site staff, families, students, and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and

internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, the community cultivates an identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

Last updated: 1/14/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	129
Grade 7	159
Grade 8	183
Total Enrollment	471



Last updated: 1/14/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	1.10 %
Filipino	%
Hispanic or Latino	90.20 %
Native Hawaiian or Pacific Islander	%
White	8.30 %
Two or More Races	0.40 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.30 %
English Learners	12.30 %
Students with Disabilities	11.00 %
Foster Youth	%
Homeless	2.30 %

A. Conditions of Learning

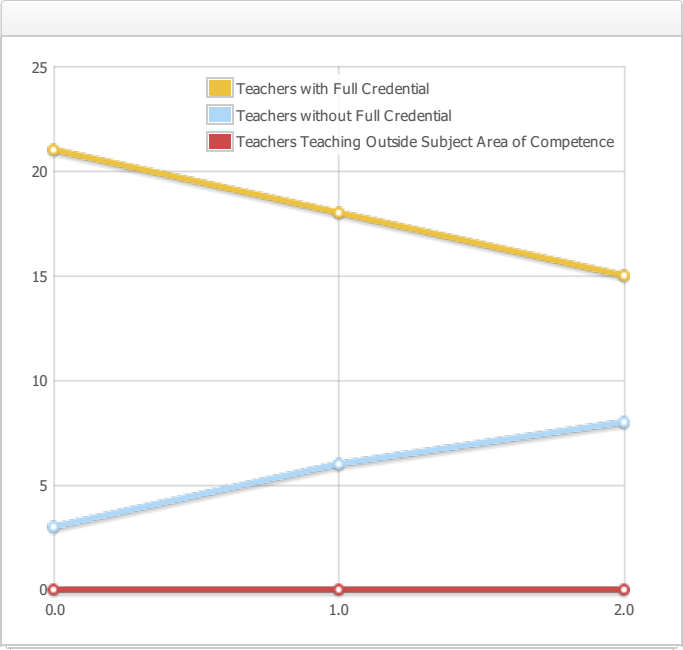
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

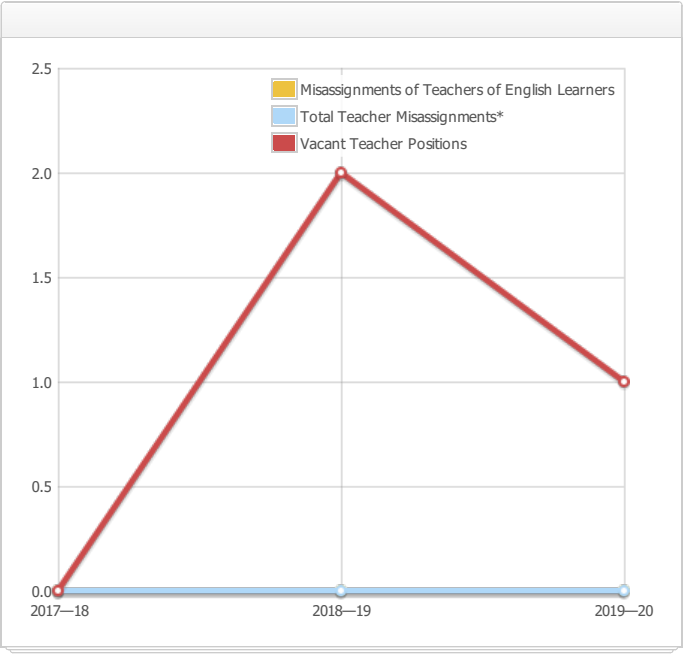
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	21	18	15	
Without Full Credential	3	6	8	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/14/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync by McGraw-Hill	Yes	0.00 %
Mathematics	California Math Course 1, 2, 3 McGraw-Hill High School Math-Algebra 1 High School Math-Geometry	Yes	0.00 %
Science	Integrated iScience Course 1 by Glencoe Integrated iScience Course 2 by Glencoe Integrated iScience Course 3 by Glencoe	Yes	0.00 %
History-Social Science	The Ancient World (6th) by TCi The Medieval World and Beyond (7th) by TCi The United States through Industrialism (8th) by TCi	Yes	0.00 %
Foreign Language	Realidades 1 Pearson Realidades 2 Pearson	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/14/2020

School Facility Conditions and Planned Improvements

MSA Bell is co-located with two other schools on Orchard Academies in Southeast Los Angeles. The facility opened its doors in the fall of 2010.

The only major recent infrastructure upgrade to the facility is a new WiFi vendor and the increase of bandwidth, which was completed by Spring 2019. In the school year 2019-2020, review and installation of energy efficient equipment was conducted on campus such as replacement of hallway, classroom, and office lights, replacement of thermostats, and installation of surge protectors for technological equipment.

Last updated: 1/14/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	minor touch-up painting in some hallway walls
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: June 2019

Overall Rating	Good

Last updated: 1/14/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	37.0%	42.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	23.0%	24.0%	32.0%	34.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/14/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	462	462	100.00%	0.00%	42.42%
Male	247	247	100.00%	0.00%	36.44%
Female	215	215	100.00%	0.00%	49.30%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	414	414	100.00%	0.00%	43.48%
Native Hawaiian or Pacific Islander					
White	41	41	100.00%	0.00%	31.71%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	395	395	100.00%	0.00%	41.27%
English Learners	160	160	100.00%	0.00%	18.13%
Students with Disabilities	53	53	100.00%	0.00%	15.09%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	12	12	100.00%	0.00%	33.33%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	462	461	99.78%	0.22%	23.86%
Male	247	247	100.00%	0.00%	23.89%
Female	215	214	99.53%	0.47%	23.83%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	414	413	99.76%	0.24%	23.73%
Native Hawaiian or Pacific Islander					
White	41	41	100.00%	0.00%	24.39%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	395	394	99.75%	0.25%	23.60%
English Learners	160	160	100.00%	0.00%	9.38%
Students with Disabilities	53	53	100.00%	0.00%	11.32%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	12	12	100.00%	0.00%	41.67%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/14/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	34.18%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

Last updated: 1/14/2020

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	24.40%	19.90%	17.30%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/14/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parental Involvement

Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing their education after graduation. MSA Bell believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. MSA Bell will work with parents to make them aware of the importance of their involvement in their child's education through the combination of the following activities:

- Parent education groups that focus on various aspects of education and provide tools to support family involvement in their child's academical and social endeavors.
- Individualized student and parent advisory sessions: Each of our teachers/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 tools to help every child succeed in the learning environment.

Student-Teacher Status Portal

MSA Bell uses Illuminate, an online cloud-based dashboard is currently being used throughout all of Magnolia Public Schools. The student information system allows families to access information related to their child's performance at school. The use of Illuminate allows families, students, and teachers to communicate more efficiently. Through the portal, teachers have the ability for every class to post course material, homework assignments, projects, course grade statistics and record 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 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.

Parent Representation

MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA Bell. By having a family representative(s) on the various committee on site, families are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns.

Studies show that home visits can increase student performance, encourage parent involvement, reduce disciplinary problems, and increase the overall positive attitude toward school. Teachers are encouraged to make home visits to build a positive partnership and open communication among all stakeholders for the benefit of the child.

Families complete a survey each year evaluating the strengths and weakness they identify within the program at MSA Bell. The information is used to identify opportunities to best serve the community.

There are various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution and supervision, and attend field trips. It is not required but encouraged, that parents contribute a minimum of 10 hours per year to the school.

Teachers will meet one-on-one with families of low-achieving students on an as-needed basis to ensure the proper supports are in place for the student. Families have the opportunity to attend periodic opportunities for teambuilding, presentation of the latest school news, and recognition of parent contributions to the

school community.

The Parent Committee are as follows:

- School Site Council
- English Learner Advisory Committee
- Parent Advisory Committee (LCAP through coffee chats, etc.)
- Parent Task Force
- and any other committee that the school and families feel are applicable to meet the needs of the students on campus

State Priority: Pupil Engagement

Last updated: 1/14/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

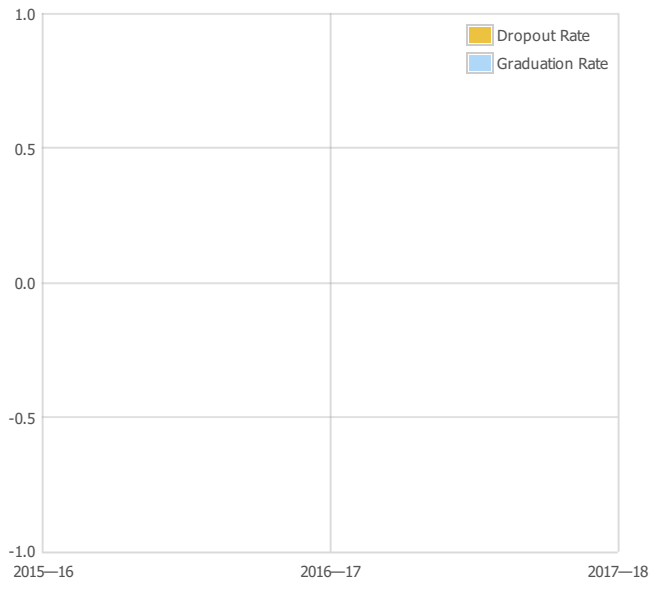
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	13.70%	9.70%
Graduation Rate	--	77.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	10.80%	11.30%	9.10%	9.60%
Graduation Rate	--	--	79.70%	80.10%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/14/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	1.40%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/14/2020

School Safety Plan (School Year 2019—20)

LAUSD Integrated Safe School Plan 2019-2020

MSA Bell 2019-2020 Integrated Safe School Plan Quick Reference Guide

Last updated: 1/14/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	36.00		4	30
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	31.00		4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	31.00	2	2	8
Mathematics				
Science	33.00		2	8
Social Science	33.00		2	8

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	30.00	2	8	3
Mathematics	32.00		11	3
Science	32.00		8	3
Social Science	32.00		8	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	31.00		15	
Mathematics	31.00		15	
Science	31.00		15	
Social Science	31.00		15	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/14/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	0.50
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/14/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11038.00	$1727.00	$9311.00	$64266.00
District	N/A	N/A	--	$74789.00
Percent Difference – School Site and District	N/A	N/A	--	15.00%
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	21.00%	25.00%

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

MSA Bell operates as a schoolwide Title 1 program. Title 1 funds assist to provide additional academic support and learning opportunities to help all children close the achievement gap. Below is a list of how the program is utilized within our learning community.

Aspects of the Program

- Full-Inclusion. MSA Bell maintains a full-inclusion model that provide services to its students with special needs within the general education setting. Six different models of co-teaching are utilized in the classroom, students have access to the content teacher, SpEd teacher, and a paraprofessional.
- English Learner Development (ELD) course is offered for all levels of English acquisition through the services provided by our ELD Coordinator. Our class utilizes a state-approved curriculum, such as Study Sync, as well as other research-based supplemental tools such as MyOn and other resources from the online learning platform.
- Math enrichment and advancement. Students are provided with intervention support through the Advisory or Self-Directed Learning period or through the office hours provided for all students. Furthermore, students that demonstrate capability are able to enroll in a math course pathway to advance their studies in the field of math.
- After-Hour Enrichment is offered to all students, especially the ones struggling in the areas of Language Arts and Mathematics. A station rotation model is utilized for providing support in the areas of need. Assessments are conducted to identify areas of growth and measure progress.
- Magnolia Scholar's Club, an after-school program operated internally and funded through the ASES Grant. The grant is used to conduct an after-school program that provides academic enrichment, as well as clubs and intramural sports to support student social-emotional development and well-being.
- Home Visits. MSA Bell conducts home visits to at least 25% of our families in order to build connections within the community. Studies show that an effective home visit program is able to increase student performance, encourage parent involvement, reduce disciplinary problems, and increase overall positive attitude towards school. Home Visits are a hallmark of MPS in the crucial development and well-being of every child.
- Series of Family Workshops. Family workshops are offered on campus on a regular basis. The school leadership plays an active role in working with families as well as instructional leaders to educate families on various topics ranging from bullying, stresses, financial literacy, college and career readiness. School surveys are used to assess the needs of our families.
- Social Emotional Supports. The school leadership is instrumental in the implementation of various intervention to support the development and well-being of every child. Such interventions included community internships, peer mediation, teen court, student council, and many others. A full-time school psychologist provides support to students in need of additional guidance. Furthermore, outside agencies are incorporated to provide additional support to students as needed.

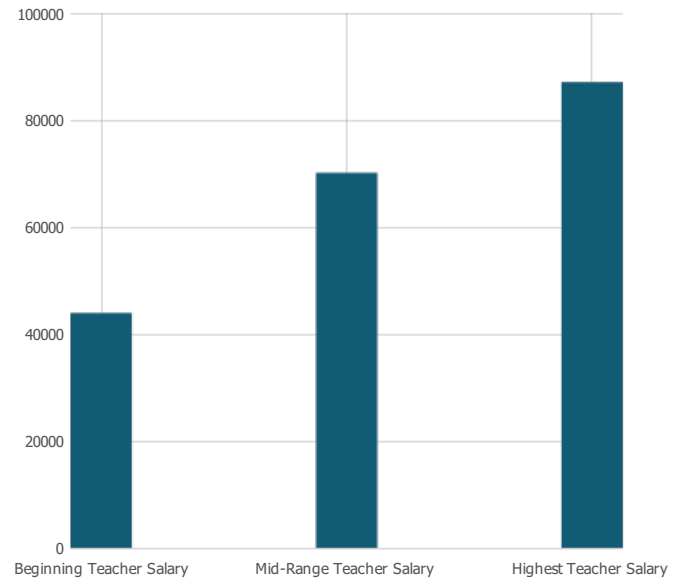
Last updated: 1/14/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

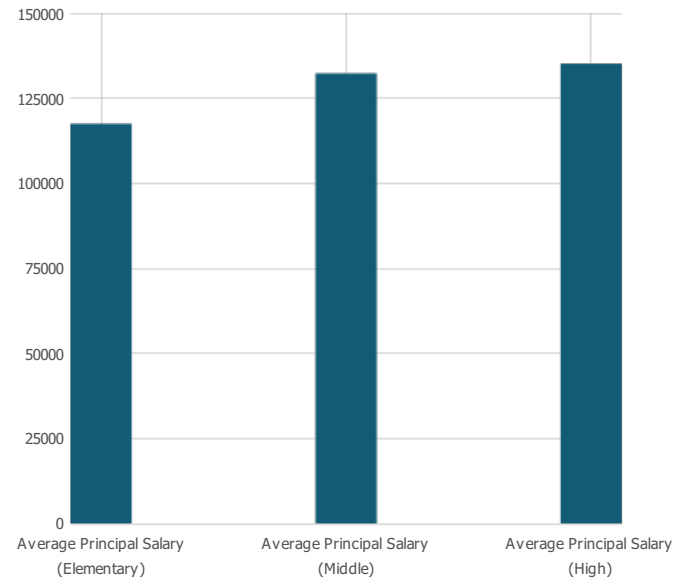
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$48,612
Mid-Range Teacher Salary	$70,141	$74,676
Highest Teacher Salary	$87,085	$99,791
Average Principal Salary (Elementary)	$117,494	$125,830
Average Principal Salary (Middle)	$132,291	$131,167
Average Principal Salary (High)	$135,145	$144,822
Superintendent Salary	$350,000	$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/14/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/14/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement		40	47

Last updated: 1/14/2020

Magnolia Science Academy San Diego

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
Email Address	cmarten@sandi.net
Website	www.sandi.net

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy San Diego
Street	6525 Estrella Ave.
City, State, Zip	San Diego, Ca, 92120-2707
Phone Number	619-644-1300
Principal	Gokhan Serce, Principal
Email Address	sandiego@magnoliapublicschools.org
Website	http://msasd.magnoliapublicschools.org
County-District-School (CDS) Code	37683380109157

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

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 450 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. As of the 2017-18 School year, MSA-San Diego is serving the San Diego community at its brand new permanent campus in Allied Gardens. on Tuesday December 3rd 2019 SDUSD approved MSA-San Diego's charter unanimously for 5 more school years.

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, after-school clubs, character education classes, field trips, community meetings, and much more. Based on California School Dashboard progress in academics ,MSA-San Diego is the highest performing charter middle school in San Diego County.

Computer integration is a unique component of MSA-San Diego's curriculum. Until the 2013–14 school year, students have had daily computer classes in which they learned computer skills and applied these skills to their academic studies under the direction of their core class teachers. Starting the 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 through Innovation, Connection, and Excellence.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science and arts to promote imagination, creativity, and invention

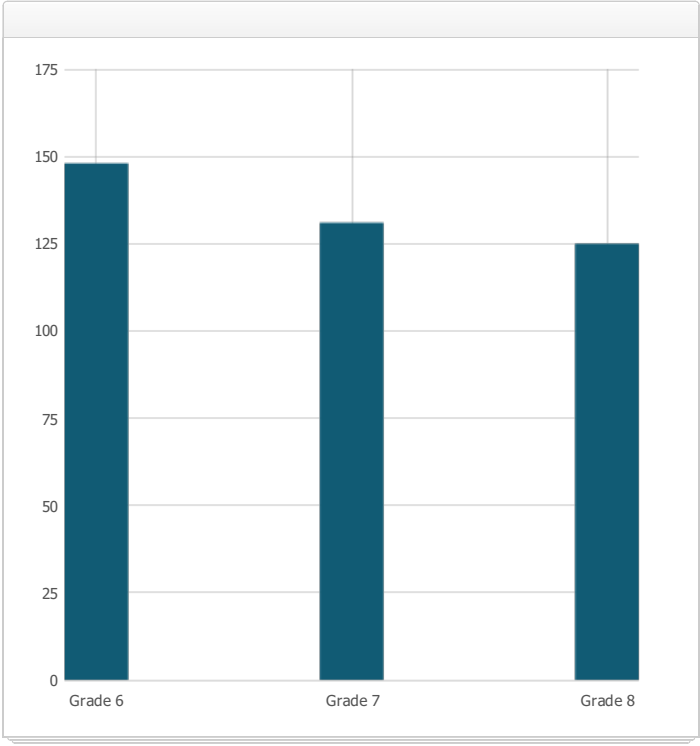
CONNECTION
School communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Last updated: 1/15/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	148
Grade 7	131
Grade 8	125
Total Enrollment	404



Last updated: 1/15/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	5.20 %
American Indian or Alaska Native	0.50 %
Asian	3.20 %
Filipino	2.00 %
Hispanic or Latino	31.40 %
Native Hawaiian or Pacific Islander	%
White	43.10 %
Two or More Races	13.60 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	26.70 %
English Learners	4.50 %
Students with Disabilities	14.60 %
Foster Youth	%
Homeless	2.50 %

A. Conditions of Learning

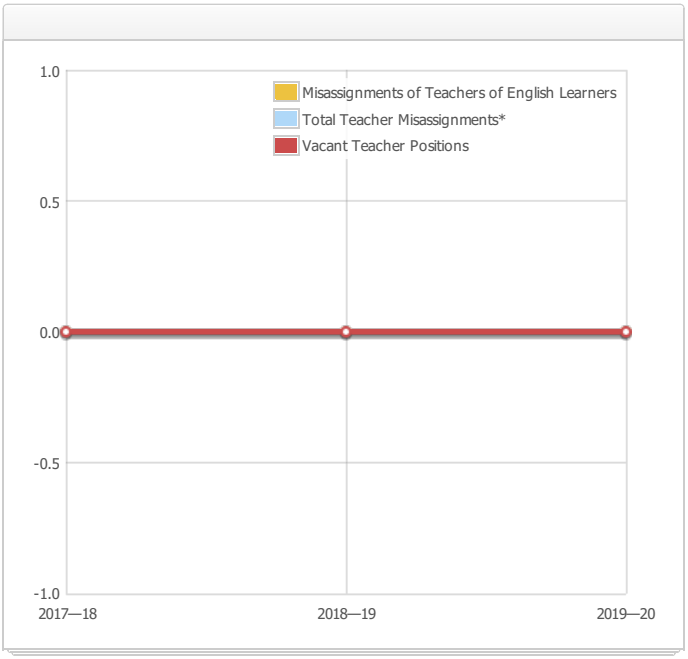
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw-Hill School Education	Yes	0.00 %
Mathematics	California Math, Courses 1, McGraw-Hill California Math, Courses 2, McGraw-Hill California Math, Courses 3, McGraw-Hill California Math, Courses 1–3, McGraw-Hill Glencoe Math Accelerated, McGraw-Hill Integrated Math I ,McGraw-Hi	Yes	0.00 %
Science	Science 6th - Integrated iScience, McGraw-Hill Science 7th - Integrated iScience, McGraw-Hill Science 8th - Integrated iScience, McGraw-Hill	Yes	0.00 %
History-Social Science	Glencoe Discovering Our Past, Glencoe/McGraw-Hill	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

MSASD is located on a 26,000-square-foot private facility on a 3.3 acre land with office space, staff lounges, an auditorium, after-school areas, 15 classrooms, Library and a physical education field. The campus is maintained by school maintenance staff. Classrooms are spacious and include 1-1 Chromebooks, projectors, document cameras and sound system. We also have a dedicated computer lab and an art classroom. The physical education field includes basketball courts and an artificial turf field.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating	Exemplary

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	61%	69%	55%	53%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	52%	61%	45%	43%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	400	391	97.75%		69.05%
Male	242	236	97.52%		62.71%
Female	158	155	98.10%		78.71%
Black or African American	20	20	100.00%		40.00%
American Indian or Alaska Native	--	--	--		
Asian	13	13	100%		76.92%
Filipino	--	--	--		
Hispanic or Latino	130	125	96.15%		69.60%
Native Hawaiian or Pacific Islander					
White	168	164	97.62%		72.56%
Two or More Races	58	58	100.00%		63.79%
Socioeconomically Disadvantaged	129	124	96.12%		54.84%
English Learners	45	45	100.00%		60.00%
Students with Disabilities	65	60	92.31%		30.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	400	391	97.75%		60.61%
Male	242	236	97.52%		62.29%
Female	158	155	98.10%		58.06%
Black or African American	20	20	100.00%		30.00%
American Indian or Alaska Native	--	--	--		
Asian	13	13	100%		84.62%
Filipino	--	--	--		
Hispanic or Latino	130	125	96.15%		54.40%
Native Hawaiian or Pacific Islander					
White	168	164	97.62%		67.68%
Two or More Races	58	58	100.00%		56.90%
Socioeconomically Disadvantaged	129	124	96.12%		41.94%
English Learners	45	45	100.00%		46.67%
Students with Disabilities	65	60	92.31%		23.33%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/15/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	21.30%	44.90%	23.60%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/15/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents and other relatives are encouraged to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including governance committees, special events, fundraising events, parent organizations, and in classrooms. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home. To provide more support and connection every year our teachers visit at least 15% of our students' homes through our home visit program.

Parent participation is an integral part of Magnolia Science Academy's program. MSA-San Diego has a Parent Task Force, various committees, and fundraiser opportunities for parents to share their support and ideas. Parents are also invited to help teachers directly. The Parent Task Force posts its activities and updates on the school's website. In addition, MSA-San Diego's School Site Council represents all stakeholders, including parent and community members, who provide input on school events and actions such as graduation, LCAP, Wellness Policy, Comprehensive School Safety Plan.

MSA-San Diego publishes a weekly newsletter (Magnolia Times) and maintains the school's website to communicate school-wide announcements, events, and important updates. Families are included in community events such as University Showcase, Multicultural Food Fair, Olympic Field Day, San Diego STEAM Expo,Holiday Expo, San Diego Maker Faire, San Diego Festival of Science and Engineering, talent show, and others.

The school also has an online student information system that allows parents and students to access assignments, grades, and behavior updates.
In addition, MSA-San Diego hosts two student led conferences every year where students set goals and share their progress with their family and teachers.

State Priority: Pupil Engagement

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

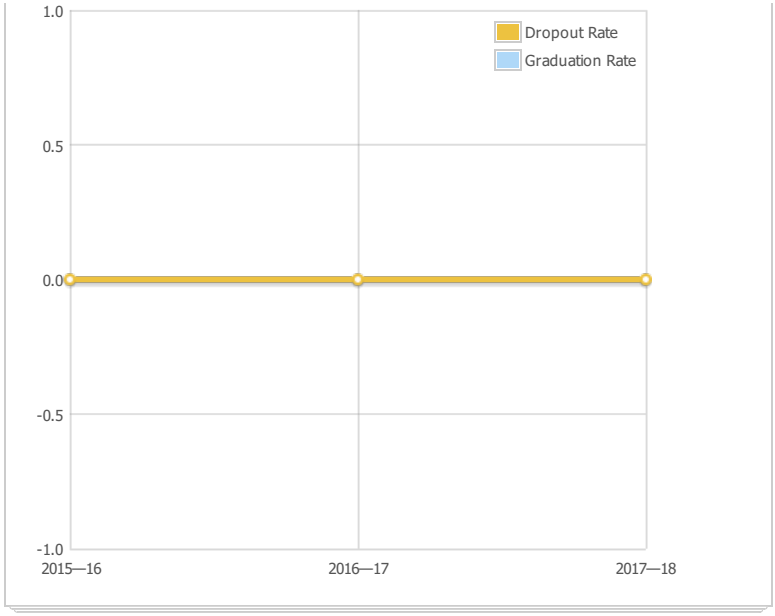
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	3.30%	9.70%
Graduation Rate	--	91.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	3.70%	4.10%	9.10%	9.60%
Graduation Rate	--	--	82.00%	83.10%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/15/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.20%	2.60%	1.80%	--	--	--	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	--	--	--	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

Campus safety is our top priority at MSA-San Diego. Principal, administrators, teachers, support staff, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, our school has a comprehensive school safety plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students, serious disciplinary problems discrimination, harassment, and bullying, mandated child abuse reporting procedures, and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, Magnolia Public Schools home office support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

At Magnolia, the safety of the students is crucial.

Magnolia provides continuous supervision supported by corrective discipline. The MSA-San Diego student handbook details disciplinary actions, the sexual harassment policy, the school dress codes, and discipline policies. MSA-San Diego has designated on-site staff members responsible for student safety.

The school performs fire, earthquake, and other mandated drills on regular bases. All staff members participated in an active shooter training through SDCOE.

A Copy of School Safety Plan

Last updated: 1/15/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	25.00	12	4	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	31.00		4	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	30.00		5	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	29.00		10	
Mathematics	29.00		8	2
Science	29.00		10	
Social Science	29.00		10	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00		10	
Mathematics	28.00		8	2
Science	28.00		10	
Social Science	28.00		10	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00		10	
Mathematics	26.00		9	1
Science	26.00		10	
Social Science	26.00		10	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/15/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	2.50
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/15/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10435.00	$1092.00	$9343.00	$63615.00
District	N/A	N/A	--	$80624.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

The school's general fund includes monies for:
• General operations—salaries, benefits, services, materials, and support to the general education
• Special Education—programs offering appropriate, individualized instruction to students with special needs
• Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
• Transportation
• Maintenance and operations

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, and guidelines of outside funding sources.

Besides regular average daily attendance (ADA) funding, MSA-San Diego has an established fundraising tradition. MSA-San Diego supports students so that they can attend as many extracurricular opportunities as possible: Museum of Tolerance, Hightech Fair, 6th grade camp, Washington D.C. trip, etc.

MSA-San Diego receives ASES grant that helps to keep students actively engaged on campus after school until 6 p.m.

The Magnolia Public Schools Home Office oversees MSA-San Diego's finances and provides financial guidance and services to the school.

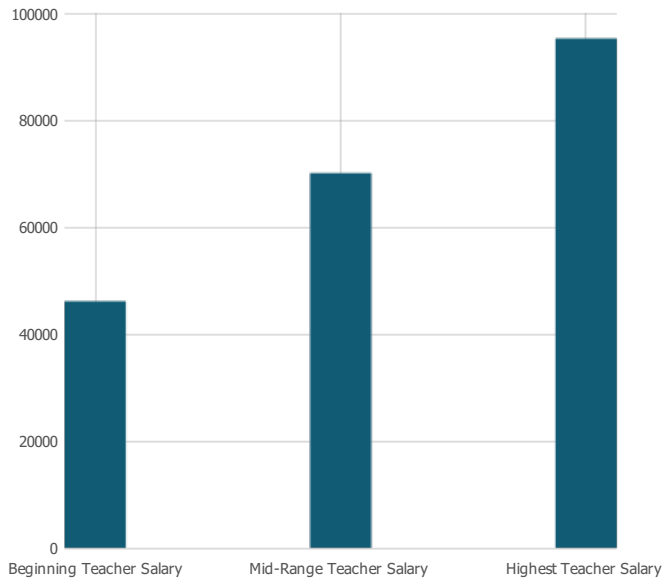
Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

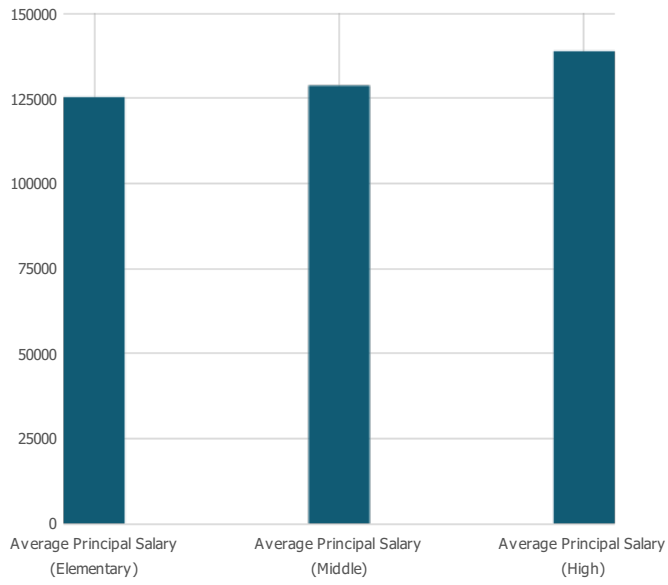
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,124	$48,612
Mid-Range Teacher Salary	$70,086	$74,676
Highest Teacher Salary	$95,262	$99,791
Average Principal Salary (Elementary)	$125,328	$125,830
Average Principal Salary (Middle)	$128,724	$131,167
Average Principal Salary (High)	$138,823	$144,822
Superintendent Salary	$259,600	$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/15/2020

Professional Development

2017-18:

15 Full Days and 15 partial Days

2018-19

16 Full Days and 13 partial Days

2019-20

14 Full Days and 16 partial Days

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	30	29	30

Last updated: 1/15/2020

Magnolia Science Academy Santa Ana

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mr. Steven Keskinturk, Principal

Principal, Magnolia Science Academy Santa Ana

About Our School

Dear Parents, Guardians, and Stakeholders,

Welcome to the SARC Report of Magnolia Science Academy-Santa Ana (MSA-SA). You can follow our school activities 24/7 from our webpage at www.msasa.magnoliapublicschools.org.

Yours sincerely,

Mr. Steven Keskinturk
Principal, Magnolia Science Academy-Santa Ana

Contact

Magnolia Science Academy Santa Ana
2840 West 1st St.
Santa Ana, CA 92703-4102

Phone: 714-479-0115
Email: skeskinturk@magnoliapublicschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	SBE - Magnolia Science Academy Santa Ana
Phone Number	(714) 479-0115
Superintendent	Steven Keskinturk
Email Address	skeskinturk@magnoliapublicschools.org
Website	www.msasa.magnoliapublicschools.org

School Contact Information (School Year 2019—20)	
School Name	Magnolia Science Academy Santa Ana
Street	2840 West 1st St.
City, State, Zip	Santa Ana, Ca, 92703-4102
Phone Number	714-479-0115
Principal	Mr. Steven Keskinturk, Principal
Email Address	skeskinturk@magnoliapublicschools.org
Website	www.msasa.magnoliapublicschools.org
County-District-School (CDS) Code	30768930130765

Last updated: 1/17/2020

School Description and Mission Statement (School Year 2019—20)

Magnolia Science Academy -Santa Ana (MSA-SA) is one of the Magnolia Public Schools founded as a public charter school in Fall 2009. MSA-SA currently serves over 550 students grades TK through 12. Enrollment is on a first come first serve basis when a public lottery is not required.

MSA-SA is a classroom-based charter school serving grades TK–12 with a curriculum emphasis on science, technology, engineering, arts, and math. The school primarily serves students and parents of the Orange County area.

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to our schools. Most data presented in this report are reported for the 2018–19 school year. School finances and school completion data are reported for the 2018–19 school year. Contact information, facilities, curriculum, instructional materials, and select teacher data are reported for the 2018–19 school year.

For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy Santa Ana
Address: 2840 West 1st St., Santa Ana, CA 92703-4102
Phone: (714) 479-0115
Email: skeskinturk@magnoliapublicschools.org

Our History
Magnolia Science Academy – Santa Ana (MSA-SA) opened its doors to serve the community of Orange County in the Fall of 2009 for grades TK through 12th grade. In 2016, the school site moved to his current building. The school provides an academically rigorous standards-based curriculum.

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

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

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

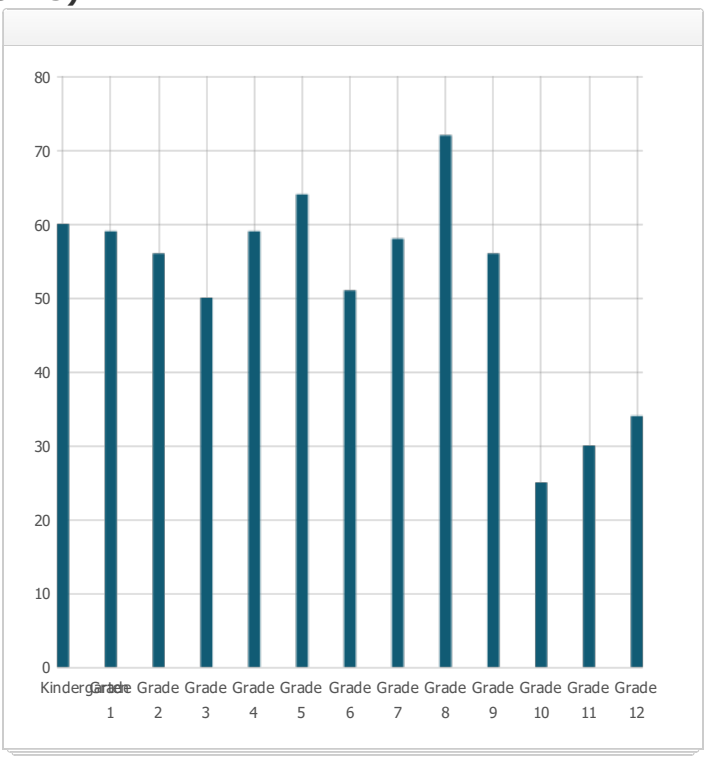
CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

Last updated: 1/16/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	60
Grade 1	59
Grade 2	56
Grade 3	50
Grade 4	59
Grade 5	64
Grade 6	51
Grade 7	58
Grade 8	72
Grade 9	56
Grade 10	25
Grade 11	30
Grade 12	34
Total Enrollment	674



Last updated: 1/16/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.00 %
American Indian or Alaska Native	0.70 %
Asian	2.20 %
Filipino	0.30 %
Hispanic or Latino	88.90 %
Native Hawaiian or Pacific Islander	0.10 %
White	5.90 %
Two or More Races	0.70 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	81.50 %
English Learners	36.40 %
Students with Disabilities	14.80 %
Foster Youth	%
Homeless	7.90 %

A. Conditions of Learning

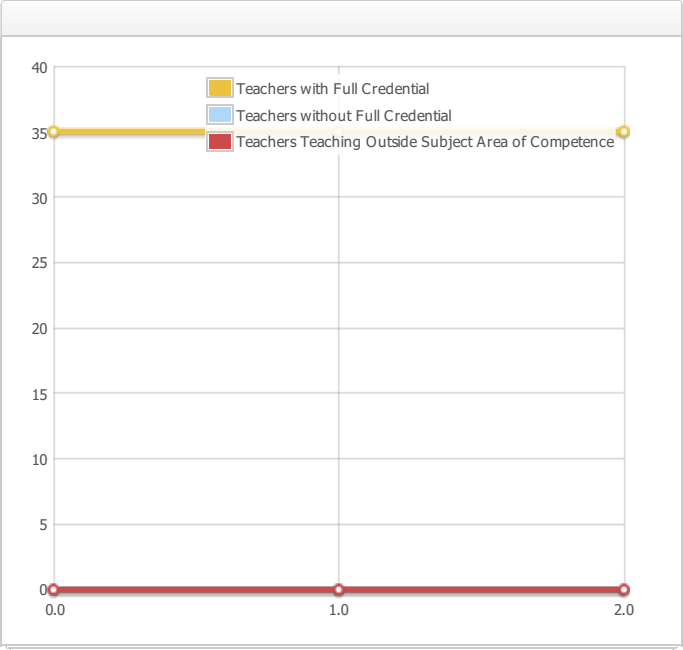
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

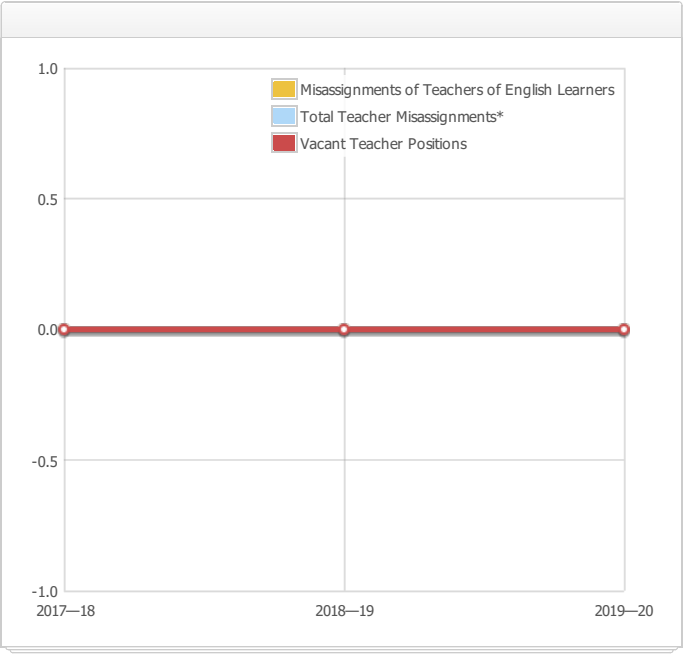
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	35	35	35	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/16/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2020

School Facility Conditions and Planned Improvements

MSA-SA is located on a facility that is a school complex that has a two-floor main building and a gymnasium. Maintenance and janitorial services are handled by MSA-SA.

Last updated: 1/16/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating	Good

Last updated: 1/16/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	34.0%	42.0%	34.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	29.0%	26.0%	29.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/16/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	377	374	99.20%	0.80%	34.22%
Male	195	193	98.97%	1.03%	30.05%
Female	182	181	99.45%	0.55%	38.67%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	343	340	99.13%	0.87%	31.18%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	15	15	100.00%	0.00%	73.33%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	330	328	99.39%	0.61%	32.01%
English Learners	215	215	100.00%	0.00%	22.33%
Students with Disabilities	62	62	100.00%	0.00%	14.52%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	37	37	100.00%	0.00%	32.43%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	377	374	99.20%	0.80%	28.61%
Male	195	193	98.97%	1.03%	34.20%
Female	182	181	99.45%	0.55%	22.65%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	343	340	99.13%	0.87%	25.29%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	15	15	100.00%	0.00%	73.33%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	330	328	99.39%	0.61%	25.91%
English Learners	215	215	100.00%	0.00%	18.14%
Students with Disabilities	62	62	100.00%	0.00%	14.52%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	37	37	100.00%	0.00%	27.03%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/16/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	45.07%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	85.71%

State Priority: Other Pupil Outcomes

Last updated: 1/16/2020

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

MSA-SA is a school of choice that greatly benefits from parent involvement in our students' learning process. Our school's website provides a login for parents so that they can track their child's progress at school. Each staff member has issued an email address, and phone number and parents can easily access their contact information. The teachers and administration at MSA-SA are very responsive to emails and phone messages left by parents.

Additionally, teachers do home visits which enhance communication beyond what a phone call or an email can do. These home visits are critical components in maintaining an open line of communication between teachers and home life. Every six weeks parents are mailed home a hard copy of their child's progress report.

Parents are also able to voice any concerns and questions. Throughout the entire year, parents have the opportunity to stop by any teachers' classroom during an assigned time to discuss a student's progress. This is particularly necessary because parents know for certain that a teacher can be reached. MSA-2 also holds an orientation for both new and returning students, Parent-Teacher Conferences, and Back to School Night. Each teacher has the opportunity to interview their students and families to convey the school and classroom expectations.

Our parents may be involved in many aspects of school planning as well. Magnolia Science Academy-Santa Ana has a Parent Task Force that meets monthly. MSA-SA also has a school site council, a school improvement team that provides support for the school administration for academic, extracurricular activities as well as grant opportunities. Parents are also invited to participate in the English Learner Advisory Committee (ELAC) meetings which are held four times a year. Parents are also invited to the Magnolia Public Schools' Board Meetings. Parents can also meet with our admin team every Friday for a "Coffee with the Principal."

State Priority: Pupil Engagement

Last updated: 1/16/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

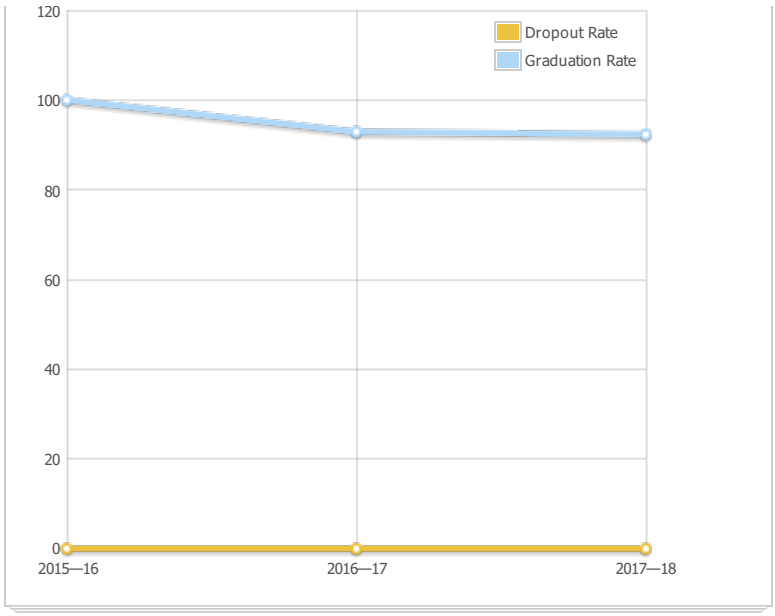
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	--	9.70%
Graduation Rate	100.00%	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	0.00%	7.70%	9.10%	9.60%
Graduation Rate	92.90%	92.30%	92.90%	92.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/16/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.90%	2.20%	2.50%	0.90%	2.20%	2.50%	3.60%	3.50%	3.50%
Expulsions	0.10%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/16/2020

School Safety Plan (School Year 2019—20)

Our campus is a very safe and welcoming school for our students, parents, and staff. We build our school culture by establishing and follow ing up on our standards and expectations.

Magnolia Science Academy-Santa Ana's comprehensive Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. This plan addresses the following objectives:

Protect the safety and welfare of students
Provide a safe and coordinated response to emergencies
Protect the school's facilities and property
In the case of an emergency, allow the school to restore normal conditions with minimal confusion in the shortest time possible
Provide coordination between the school and local emergency services when necessary.
The plan encompasses a broad range of potential safety issues and major emergencies. Such incidents may include earthquakes, hazardous materials, widespread power outage, and similar events affecting normal operations at the school. The safety plan is reviewed and discussed with Magnolia Science Academy-2's staff in August during teacher in-service as well as once a month during staff meetings. Also, emergency drills are performed and discussed with students once a month to ensure students, teachers, and staff can perform their duties in case of an emergency.

Our Student-Parent Handbook is also setting clear academic and behavior expectations. Teachers meet with their SSR (Advisory) students to go over the student handbook that explains our standards and expectations of them including rules and procedures. Our reward and discipline system and clear school and classroom rules provide a consistent and nurturing environment. Our staff also provides adequate supervision during transitions and breaks.

Last updated: 1/16/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00	2	4	
1	22.00		8	
2	26.00		8	
3	30.00		8	
4	28.00		8	
5	26.00		8	
6	21.00	8	12	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00	8	6	
1	24.00	8	4	1
2	30.00		7	1
3	26.00	3	8	1
4	32.00		6	
5	32.00		8	
6	24.00	3	9	
Other**	40.00	1	3	2

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	1	2	
1	20.00	2	1	
2	25.00		2	
3	25.00		2	
4	25.00		2	
5	26.00		2	
6	23.00	3	2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	9	6	
Mathematics	14.00	5	1	
Science	22.00	4	6	
Social Science	19.00	6	5	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	19.00	11	7	
Mathematics	20.00	10	7	
Science	24.00	5	5	
Social Science	22.00	4	7	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	8	2	
Mathematics	20.00	8	2	
Science	22.00	8	2	
Social Science	20.00	8	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/16/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	5.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/16/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.00
Other	2.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/16/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Total Expenditures Per Pupil
$ 11,558

Expenditures Per Pupil (Supplemental / Restricted)
$ 1,939

Expenditures Per Pupil (Basic / Unrestricted)
$ 9,619

Average Teacher Salary
$53,830

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12455.00	$1475.00	$10980.00	$63516.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/16/2020

Types of Services Funded (Fiscal Year 2018—19)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I
Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction, and intervention, parental involvement, personalization and support for students with at-risk behaviors.

Title II
Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers, and for class size reduction. All classroom teachers hired for class size reduction must meet ESEA requirements to be considered highly qualified.

Title III
Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.

EIA LEP
Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds to support programs for English Learners. The use of supplemental EIA funds for English Learners at the school level is administered through the Single School Plan as approved by the School Site Council and the local governing board. Typical examples include funds set aside for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

Last updated: 1/16/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	6	16.30%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/16/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	67	67	67

Last updated: 1/16/2020

Cover Sheet

Approval of Revised English Learner Master Plan for Magnolia Public Schools

Section:	IV. Action Items
Item:	A. Approval of Revised English Learner Master Plan for Magnolia Public Schools
Purpose:	Vote
Submitted by:	
Related Material:	IV A Updated Master Plan.pdf

Board Agenda Item #	IV A Action Item
Date:	January 23, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Katie Mann, ELA and EL Program Coordinator
RE:	Proposed EL Master plan revisions

Proposed Board Motion

I move that the board recommend the approval of the EL Masterplan

Introduction

- This is an organization-wide implementation and would impact our EL program at all 10 MPS schools. Specific implications would be an improvement to the process for reclassifying EL students as well as improving our parent notification system. These revisions would bring MPS in line with the guidelines set by the California Department of Education.

Background

- Revisions to the EL Master Plan include:
    - All Parent Notification Letters are required to be mailed within 30 days of the start of the school year, including notification letters regarding Long Term English Learners and students At-Risk of becoming Long Term English Learners
    - Notification of parents' right to complete a waiver to remove their student from separate designated ELD courses.
    - Updated language regarding the classification of Long Term English Learners, to reflect the transition to CAASPP and ELPAC exams.
    - Discussion of program monitoring for students who are dually identified as both EL and SPED.
    - Reclassification Requirements:
        - Criteria 1 – English language Proficiency Assessment – requires an overall ELPAC score of 4. No minimum domain scores are specified.
-

Analysis (If applicable)

- These proposed revisions were made based on updated requirements from the CDE, along with guidance from LACOE

Budget Implications

- None

Exhibits (attachments):

- 2019-20 MPS EL Master Plan
- Updated Copy of the 2019-20 MPS EL Master Plan with proposed revisions highlighted in yellow.

CURRENT EL MASTER PLAN

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 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 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?
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 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.

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.
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 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 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 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 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:

- 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 failing. ● School staff reviews and discusses relevant student data (during staff meetings, department meetings, etc.).	● Portfolio maintenance: Relevant scores, assessments, and work samples are 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.	● January/February: Data for reclassified students is reviewed and updated in a 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:

<table>
<tr><th></th><th>Grades K-5</th><th>Grades 6-12</th></tr>
<tr><td>English Language Proficiency Assessment</td><td colspan="2">ELPAC: Overall score of 4 with a minimum score of 3 in each domain.</td></tr>
<tr><td rowspan="2">Basic Skills Assessment</td><td colspan="2">NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:</td></tr>
<tr><td>
<table>
<tr><th></th><th>Fall</th><th>Winter</th><th>Spring</th></tr>
<tr><td>Gr. 1</td><td>167</td><td>170</td><td>173</td></tr>
</table>
</td><td>
<table>
<tr><th></th><th>Fall</th><th>Winter</th><th>Spring</th></tr>
<tr><td>Gr. 6</td><td>200</td><td>204</td><td>206</td></tr>
</table>
</td></tr>
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<table>
<tr><td></td><td>
<table>
<tr><td>Gr. 2</td><td>173</td><td>176</td><td>179</td></tr>
<tr><td>Gr. 3</td><td>179</td><td>187</td><td>191</td></tr>
<tr><td>Gr. 4</td><td>191</td><td>197</td><td>200</td></tr>
<tr><td>Gr. 5</td><td>197</td><td>202</td><td>204</td></tr>
</table>
<table>
<tr><td>Gr. 7</td><td>205</td><td>208</td><td>210</td></tr>
<tr><td>Gr. 8</td><td>208</td><td>211</td><td>212</td></tr>
<tr><td>Gr. 9</td><td>211</td><td>213</td><td>215</td></tr>
<tr><td>Gr. 10</td><td>214</td><td>216</td><td>218</td></tr>
<tr><td>Gr. 11</td><td>217</td><td>219</td><td>221</td></tr>
<tr><td>Gr. 12</td><td>220</td><td>222</td><td>224</td></tr>
</table>

~OR~
SBAC: ELA/Literacy score of 2 (Nearly Met) or above</td></tr>
<tr><td>Teacher Evaluation</td><td>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.</td></tr>
<tr><td>Parent Consultation</td><td>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.</td></tr>
</table>

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.
- 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:

- 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, 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:
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	-Advise principal and staff/SSC on recommendations for LCAP -Review importance of regular school	-Language Census review -Discuss and review progress monitoring for ELs	-Conduct a school needs assessment -Revisit recommendations for upcoming AY's LCAP

ELPAC and reclassification data -Review EL program and reclassification criteria	attendance		

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.

**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.

UPDATED EL MASTER PLAN

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 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 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?
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 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 the start of the school year:

- 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)

Additionally, all students who are classified as LTELs or ARLTELs will receive notification of the following, within 30 calendar days of the start of the school year:

- A description of the qualifications for being considered a Long Term English Learner (LTEL) or At-Risk of becoming a Long Term English Learner (ARLTEL)
- A description of how the program placement will provide additional support to aid the student in making progress toward reclassification

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. Parents of ELs have the right to complete a waiver to remove their student from designated ELD courses; EL students will continue to receive EL supports and services, and will continue to be assessed annually until the student meets reclassification requirements. If signed, a waiver is applicable for one academic year only, and must be resubmitted to administration annually. Parents may not waive out of the annual summative ELPAC exam, as it is a state requirement for all students who are identified as English learners.

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 integrated into daily instruction as a protected time which is focused on the ELD standards.

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.
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	● EL students who are ELD Levels 1-2 receive one period of

ELs with "minimally" or "somewhat developed" proficiency in English	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 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 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 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 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 an English learner (EL) student to which all of the following apply:

(1) is enrolled in any of grades 6 to 12, inclusive; and
(2) has been enrolled in a U.S. school for six years or more; and
(3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the English Language Development test (ELPAC); and
(4) for students in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year's administration of the CAASPP-ELA.

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:

- 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 failing. ● School staff reviews and discusses relevant student data (during staff meetings, department meetings, etc.).	● Portfolio maintenance: Relevant scores, assessments, and work samples are 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	● January/February: Data for reclassified students is reviewed and updated in a spreadsheet maintained by the dean of academics and site-level coordinator.

	progress towards proficiency.	

Dually-Identified Students:

In addition to the progress monitoring discussed above, students who are dually-identified as both EL and SPED will receive additional supports and monitoring to ensure growth in their language development. In practice and in agreement with the Castañeda standards, the Dually Identified student population of EL/SPED scholars will benefit from a program that utilizes researched based instructional practices. The program will monitor student outcomes with fidelity based on the scholars' ELD IEP goals in listening, speaking, reading and writing. The Site-Level EL Coordinator will attend all IEP meetings for dually-identified students to ensure appropriate ELD goals are written into the IEP. These ELD goals will be in addition to the scholars' IEP goals addressing their specific areas of need based on their eligibility. Our SPED, ELA, and ELD team of instructors will monitor each students' progress toward IEP and ELD goal achievement and academic progress. Parents will be informed of this progress at least every six weeks in conjunction with progress reports and adjustments will be made to plans and program implementation as needed.

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:

<table>
<tr><th></th><th>Grades K-5</th><th>Grades 6-12</th></tr>
<tr><td>English Language Proficiency Assessment</td><td colspan="2">ELPAC: Overall score of 4</td></tr>
<tr><td>Basic Skills Assessment</td><td colspan="2">NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:</td></tr>
<tr><td></td><td>
<table>
<tr><th></th><th>Fall</th><th>Winter</th><th>Spring</th></tr>
<tr><td>Gr. 1</td><td>167</td><td>170</td><td>173</td></tr>
<tr><td>Gr. 2</td><td>173</td><td>176</td><td>179</td></tr>
<tr><td>Gr. 3</td><td>179</td><td>187</td><td>191</td></tr>
<tr><td>Gr. 4</td><td>191</td><td>197</td><td>200</td></tr>
<tr><td>Gr. 5</td><td>197</td><td>202</td><td>204</td></tr>
</table>
</td><td>
<table>
<tr><th></th><th>Fall</th><th>Winter</th><th>Spring</th></tr>
<tr><td>Gr. 6</td><td>200</td><td>204</td><td>206</td></tr>
<tr><td>Gr. 7</td><td>205</td><td>208</td><td>210</td></tr>
<tr><td>Gr. 8</td><td>208</td><td>211</td><td>212</td></tr>
<tr><td>Gr. 9</td><td>211</td><td>213</td><td>215</td></tr>
<tr><td>Gr. 10</td><td>214</td><td>216</td><td>218</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td rowspan="3"></td><td></td><td><table>
<tr><td>Gr. 11</td><td>217</td><td>219</td><td>221</td></tr>
<tr><td>Gr. 12</td><td>220</td><td>222</td><td>224</td></tr>
</table></td></tr>
<tr><td colspan="2">~OR~</td></tr>
<tr><td colspan="2">SBAC: ELA/Literacy score of 2 (Nearly Met) or above</td></tr>
<tr><td>Teacher Evaluation</td><td colspan="2">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.</td></tr>
<tr><td>Parent Consultation</td><td colspan="2">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.</td></tr>
</table>

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.
- 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:

- 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, 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:
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.

**Updated on 11/4/19*

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.

Cover Sheet

Approval of Revised 2019-20 MPS Employee Handbook

Section:	IV. Action Items
Item:	B. Approval of Revised 2019-20 MPS Employee Handbook
Purpose:	Vote
Submitted by:	
Related Material:	IV B Revised Employee Handbook.pdf

Board Agenda Item #	IV B Action Item
Date:	01/23/2020
To:	Magnolia Board of Directors Stakeholders Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, Director of Human Resources
RE:	Revised 2019-20 MPS Employee Handbook

Proposed Board Motion

I move the board approve the revised 2019-20 MPS Employee Handbook based on the recent changes in state and federal law effective as of January 1, 2020.

Introduction

Recent changes in state and federal law necessitate updates to the School's Employee Handbook. These updates include the following:

Sexual Harassment Prevention Training: The change clarifies that the current training is for "two (2) hours," which is already MPS's practice. (Employee Handbook, p. 9.)

Lactation Accommodation: This change in law requires additional accommodations for lactating employees (and students), including access to a private area with electricity and nearby access to a sink, running water, and a refrigerator. (Employee Handbook, p. 20.)

Pay Days: This revision corresponds with a change in payroll dates by the payroll department. (Employee Handbook, p. 21.)

Pay During FMLA Leave: A recent update to federal law prohibits MPS from *requiring* employees to use paid sick leave during Family Medical Leave Act ("FMLA") leave. While the law still allows employers to require employees to use paid sick leave under certain conditions, MPS plans to make the use of paid sick leave optional during this time. (Employee Handbook, p. 37.)

Bone Marrow and Organ Donor Leave: This change in law permits employees up to thirty (30) additional days of unpaid leave for purposes of organ donation. (Employee Handbook, p. 49.)

Amendment to Handbook: This addition clarifies that new versions of the Employee Handbook replace prior Handbooks and policies to the extent they are inconsistent with any changes. This language was added to clarify that this Handbook preplaces prior versions and any prior policies that may be in conflict. (Employee Handbook, p. 55.)

Analysis & Budget impact

N/A

Attachment

Attached is the red lined version, clean copy available upon request

Magnolia Public Schools

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.

TABLE OF CONTENTS

INTRODUCTION 1
CONDITIONS OF EMPLOYMENT 2
Equal Employment Opportunity Policy 2
At-Will Employment 3
Child Abuse and Neglect Reporting 3
Criminal Background Checks 4
Tuberculosis Testing 4
Immigration Compliance 4
Professional Boundaries: Staff/Student Interaction Policy 5
Certification and Licensure of Instructional Staff 8
Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation 8
Whistleblower Policy 10
Drug- and Alcohol-Free Workplace 11
Confidential Information 11
Conflict of Interest 11
Relationships between Employees 12
Smoking 12
GENERAL WORKPLACE POLICIES 13
Workplace Violence 13
Health, Safety and Security Policies 13
Security Protocols 13
Occupational Safety 13
Accident/Incident Reporting 14
Reporting Fires and Emergencies 14
School Property Inspections 14
Soliciting/Conducting Personal Business While on Duty 14
Use of School Communication Equipment and Technology 14
Use of Personal Property 15
Security Cameras on Campus 16
Social Media 16
Personnel Files and Record Keeping Protocols 17
Intellectual Property Rights 17
Media Contacts 17
HOURS OF WORK, OVERTIME AND ATTENDANCE 18
Employee Classifications 18
Work Hours and Schedules 19
Overtime 19
Make Up Time 20
Wage Attachments and Garnishments 20
Meal and Rest Periods 20
Lactation Accommodation 20
Pay Days 21
Payroll Withholdings 21
Salary Compensation for Partial Pay Period 22
Pay Rate Schedule 22
Attendance Policy 22
Timecards and Records 23
Mandatory Training and Meetings 23

Expense Reimbursements 24
STANDARDS OF CONDUCT 25
Personal Appearance/Standards of Dress 25
Prohibited Conduct 25
Off-Duty Conduct 27
EMPLOYEE BENEFITS 28
Holidays and Vacations 28
School Holidays 28
School Breaks 28
Floating Holidays 29
Vacation 29
Sick Leave 30
Personal Necessity Leave 31
INSURANCE BENEFITS 33
Health Insurance 33
Disability Insurance 33
Family Leave Insurance 33
Life Insurance 34
Workers' Compensation Insurance 34
COBRA Benefits 34
LEAVES OF ABSENCE 36
Family Care and Medical Leave 36
Pregnancy Disability Leave 40
Unpaid Leave of Absence 44
Funeral/Bereavement Leave 44
Military and Military Spousal Leave of Absence 44
Drug and Alcohol Rehabilitation Leave 45
Time Off for Adult Literacy Programs 46
School Appearance and Activities Leave 46
Time Off to Serve as Election Official 46
Time Off for Jury and Witness Duty 46
Victims of Abuse Leave 46
Time Off for Volunteer Firefighters 47
Time Off for Voting 47
Industrial Injury Leave (Workers' Compensation) 48
Bone Marrow and Organ Donor Leave 49
Returning from Leave of Absence 49
RETIREMENT 50
Certificated Staff Members 50
Classified Staff Members 50
MPS Home Office Staff Members 50
Oversight of Benefits 50
EMPLOYMENT EVALUATION AND SEPARATION 51
Employee Reviews and Evaluations 51
Discipline and Involuntary Termination 51
Voluntary Termination 51
Pay at Time of Separation 52
References 52
INTERNAL COMPLAINT REVIEW & OPEN DOOR 53

Open Door Policy 53
AMENDMENT TO EMPLOYEE HANDBOOK 55
APPENDIX A - HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM
APPENDIX B - INTERNAL COMPLAINT FORM

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*

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 employees have any questions about the policies outlined in this Handbook, or if they 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.

After reviewing 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 the employee has read, understood and agrees to comply with the policies outlined in the Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

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

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

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

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

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

At-Will Employment

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

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

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

Child Abuse and Neglect Reporting

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

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services 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.

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. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School.

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. Employees may ask their 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.

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 the employee has any questions or needs more information on immigration compliance issues, they should 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.

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 the employee is unsure if certain conduct is acceptable, is to ask, "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:

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;
- 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 (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); 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 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 two (2) hours of sexual harassment prevention training within six (6) weeks of hire. Additionally, all returning employees will receive sexual harassment prevention training 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 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:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate MPS policy.

Whistleblower Policy

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

raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

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

Drug- and Alcohol-Free Workplace

MPS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder 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

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.

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.

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

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.

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;
- 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 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 depend 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 they are still at-will employees)**.**	- While this position may be eligible for Sick Leave, it is not eligible for any benefits.
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

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 (5^{th}) 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

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, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. 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

Paydays are scheduled twice per month for **all employees**. The pay periods run from the 1st of the month to the 15th of the month (with paychecks available on the 20th of the month) and the 16th of the month to the end of the month (with paychecks available on the 5th of the following 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.

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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 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 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.

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 the employee is unsure about the characterization of an offered training, lecture or meeting, they should contact their **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, CBEST, RICA, CTEL, CLAD, CPACE, etc.,) and other approved School business and profession related expenses. Credential fees, university entrance exam fees, and US Constitution exam fees are not reimbursable. Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.

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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.

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. 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) Supervisors will inform employees of any specific dress requirements for their 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 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;
- 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 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)

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.

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.

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.

All full-time and part-time staff will be credited with forty-eight (48) hours of sick leave at the start of the school year. In addition to the credited forty-eight (48) hours, all 11 and 12-month full-time employees will accrue two (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	N/A
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 of their work year each year 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 new or continuing employees who (1) fail to work for the School for thirty (30) consecutive days of the new work year, or (2) are separated from the School based on misconduct, unprofessionalism, or suspicion of the same. The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

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.

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	NO	NO	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 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

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 reached 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, dies, 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;
- 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 pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy);

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

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

    c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

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

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

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

Amount of FMLA Leave Which May Be Taken:

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

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

- The "twelve-month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

- If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's 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 may use 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.

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- If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.

- The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits:

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

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

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

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

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

Seniority:

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

Medical Certifications:

- An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

- The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the

certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

- If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

- Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave:

- An employee should request FMLA leave by completing a Request for Leave form and submitting it to **the Principal (or MERF Human Resources for MERF employees)**. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.

- Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

- If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

- If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

- The School will respond to an FMLA leave request no later than five (5) 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.

Limitations on Reinstatement

- MPS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.

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

Employment during Leave:

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

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per

pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria:

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

Events That May Entitle an Employee to Pregnancy Disability Leave:

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

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

- The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave:

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

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

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

Pay During Pregnancy Disability Leave:

- An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

- The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

- Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits:

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

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

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

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

Seniority:

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

Medical Certifications:

- An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

- Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave:

- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal (or MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

- Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave

request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

- The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

- Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

    - The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

    - There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

  A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

- When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

- In accordance with MPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

- If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot

be made, the employee will be medically separated from the School.

Employment during Leave:

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

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 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 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 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)

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

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 sixty (60) workdays off in a twelve (12) month period.

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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.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses 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.

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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.

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.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or job retention. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, employees will be required to sign the evaluation report simply to acknowledge that is has been presented to them, that the employee discussed it with their **direct supervisor**, and that they are aware of its contents. Employees may also acknowledge receipt of performance evaluations through the online platform provided by MERF. 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. 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. The School will not buy back any paid sick leave from new or continuing employees who fail to work for the School for thirty (30) consecutive days of the new work year. Additionally, 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. The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

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.

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:

- 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 modification replaces any pre-existing policies and Handbooks to the extent they are in conflict.

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

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

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

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

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

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

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

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

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

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

_____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

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

_____

_____

_____

_____

_____

_____

_____

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

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

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

_____

_____

_____

_____

_____

_____

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

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____ Date: _____

Cover Sheet

Approval of Additional Expense for Special Educational Services for MSA-8

Section:	IV. Action Items
Item:	C. Approval of Additional Expense for Special Educational Services for MSA-8
Purpose:	Vote
Submitted by:	
Related Material:	IV C SPED Services Agenda Item.pdf

Board Agenda Item #	IV C
Date:	1/23/2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Jason Hernandez, MSA Bell Principal
RE:	SPED Fee for Service

Proposed Board Motion

I move that the board approve the usage of budget reserves for a one-time expense related to Special Educational services that will be provided by Los Angeles Unified School District in the amount of $60,000.

Introduction and Background

- LAUSD will implement the fee for service process per the Charter Operated Program 3 (COP3) agreement for a student that was originally at MSA Bell for the school years: 2017-18, 2018-19, and part of 2019-20. Student transferred to an LAUSD campus during the middle of the school year. LAUSD will accommodate student needs with the following services:
  - Basic Services: $15,892.00
  - Language and Speech Pathologist (SLP): $1,609.00
  - Adapted Physical Education: $15,434.64
  - Occupational Therapy (OT): $1,157.10
  - Anticipated Cost of additional services: $25,907.26
- Other potential services includes transportation (estimate $7,000-$15,000, based on prior contract) and health related services. The request of the additional funds is request for the anticipated future cost of services.

Analysis (If applicable)

- Magnolia Science Academy Bell is associated with Charter Operated Program 3 (COP3) SELPA. As a member, we abide by the guidelines as set forward through our agreement in regards to the fee-for-service model.

Budget Implications

Projected Reserves FY 2019-20	$ 4,200,775
This request	$ (60,000)
Net Reserves	$ 4,140,775

Exhibits (attachments):

- Excel Worksheet used by COP3 to calculate cost of services

LAUSD EXCESS COST (2019-2020)

SELPA	LAUSD
District of Residence	LAUSD

STUDENT INFORMATION

Last Name	Rxxxxxxxxxx
First Name	Gxxxxxxxxxx
Student ID	xxxxxxxxxxx
Grade	xxxxxxxxxxx
Eligibility	AUT
Class Type/Program Type	SDP-AUT CORE
School of Student Attendance/LC	**Magnolia**
Approximate Start Date	**10/7/19**
District Recommended School Placement /LC	**Orchard Academies**

				ESY	TOTAL EXCESS COST
BAISC EDUCATION (Excess Cost)	**COST**			**COST**	
Basic Education (Excess Cost)	$15,892.00			$0.00	$15,892.00
Transportation	$0.00			$0.00	$0.00
Basic Education Total					$15,892.00

				ESY			
RELATED SERVICE	**Frequency in HOURS/(day, week, month, year)**	**RATE**	**COST**	**Frequency in Hours**	**RATE**	**COST**	**TOTAL EXCESS COST**
Language and Speech Pathologist (SLP)	2 hours/month	$80.45	$1,609.00		$0.00	$0.00	$1,609.00
Adapted PE	3.88 hours/week	$110.50	$15,434.64		$0.00	$0.00	$15,434.64
Occupational Therapy (OT)	1.5 hour/month	$77.14	$1,157.10		$0.00	$0.00	$1,157.10
Counseling	1 hour/month	$85.67	$856.70		$0.00	$0.00	$856.70
		$0.00	$0.00		$0.00	$0.00	$0.00
		$0.00	$0.00		$0.00	$0.00	$0.00
		$0.00	$0.00		$0.00	$0.00	$0.00
Related Service Total							$19,057.44
TOTAL EXCESS COST							**$34,949.44**

Cover Sheet

Approval of Revised Interest Rate for Intra-Organizational Loan Between MSA-5 and MSA-1

Section: IV. Action Items
Item: D. Approval of Revised Interest Rate for Intra-Organizational Loan Between MSA-5 and MSA-1
Purpose: Vote
Submitted by:
Related Material: IV D MSA 1 Interest Rate Change.pdf

Board Agenda Item #	IV D - Action Item
Date:	January 23, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer; Karl Yoder, DMS
RE:	MSA 1 Temporary Loan Interest Rate

Proposed Board Recommendation

To approve the change in the interest rate accrued by the temporary loan, from MSA 5 to MSA 1, to 2.0% from the previously approved rate of 2.19%

Background

On September 12, 2019, the MPS Board of Directors approved a $1,000,000 potential intra-organizational loan from MSA 5 into MSA 1 to ensure critical operating costs can be covered. This loan will be repaid to MSA 5 in equal payments over five years with a 2.19% annual interest rate.

On January 13, 2020 LACOE staff requests that the interest rate be aligned to the most current rate of the County of Los Angeles Treasury which is 2.0%.

Budget Implications

The MSA 5 Intra-Organizational Loan of up to $1,000,000 will be repaid over 60 months pursuant to Board approved repayment proposal, beginning January, 2020 or at the end of the month when the loan is received. Interest will accrue at 2.0% annually, the approximate earnings rate of the County of Los Angeles Treasury Investment Pool.

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

MSA 5 has sufficient cash reserves to provide a loan of up to $1,000,000 without impacting cash flow or operations at MSA 5, and this cash will allow MSA 1 to meet its own operational requirements as well as complete the Bond Project.

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer
Karl Yoder, DMS

Attachments

Proposed 5-Year Repayment Schedule
LACOE Form – Request for Advance Approval for Additional Debt

UPDATED 1-13-2020

Proposed Repayment of $1,000,000 Intercompany Loan

Amount:	$ 1,000,000.00	
Interest Rate:	2.000%	
Term:	60 Months	
Pmt Frequency:	Quarterly	
Payment Amount:	$ 55,577.67	
Closing Date:	1/15/2020	(Preliminary - will update with actual closing date following loan closing
First Payment:	7/15/2020	
Final Payment:	1/15/2025	

Date	Pmt #	Loan Principal	Loan Interest	Total Payment	Loan Balance
1/15/2020					$ 1,000,000.00
7/15/2020	1	$ 45,577.65	$ 10,000.02	$ 55,577.67	954,422.35
10/15/2020	2	50,805.55	4,772.12	55,577.67	903,616.80
1/15/2021	3	51,059.58	4,518.09	55,577.67	852,557.22
4/15/2021	4	51,314.88	4,262.79	55,577.67	801,242.35
7/15/2021	5	51,571.45	4,006.22	55,577.67	749,670.90
10/15/2021	6	51,829.31	3,748.36	55,577.67	697,841.59
1/15/2022	7	52,088.46	3,489.21	55,577.67	645,753.13
4/15/2022	8	52,348.90	3,228.77	55,577.67	593,404.23
7/15/2022	9	52,610.64	2,967.03	55,577.67	540,793.59
10/15/2022	10	52,873.70	2,703.97	55,577.67	487,919.89
1/15/2023	11	53,138.07	2,439.60	55,577.67	434,781.83
4/15/2023	12	53,403.76	2,173.91	55,577.67	381,378.07
7/15/2023	13	53,670.78	1,906.89	55,577.67	327,707.30
10/15/2023	14	53,939.13	1,638.54	55,577.67	273,768.17
1/15/2024	15	54,208.83	1,368.84	55,577.67	219,559.34
4/15/2024	16	54,479.87	1,097.80	55,577.67	165,079.47
7/15/2024	17	54,752.27	825.40	55,577.67	110,327.20
10/15/2024	18	55,026.03	551.64	55,577.67	55,301.16
1/15/2025	19	55,301.16	276.51	55,577.67	-
Total		**$ 1,000,000.00**	**$ 55,975.73**	**$ 1,055,975.73**	

UPDATED 1-13-20

Proposed Breakdown of $1,000,000 Intercompany Loan

Purpose: **MSA-1 is projected to incur a working capital shortfall in several months during the 2019-20 fiscal year, but is projected to end the year with a cash surplus. By advancing funds within the MPS nonprofit corporation via an intra-organizational loan as per FCMAT guidance, this cash shortfall can be mitigated to allow MSA-1 to meet all payroll and critical operational costs as scheduled during the year. Sufficient cash reserves exist within the organization to make this loan without impacting other MPS operations at MSA-5 or other campuses.**

Structure: While technically within the same 501(c)3 legal entity, loan terms shall be documented via a Board-Approved Intraorganization Loan Agreement in compliance with FCMAT guidance (Charter School Accounting and Best Practices Manual).

Amount: $ 1,000,000
Term: (see Repayment Schedule on following page)
Interest Rate: "Reasonable" as per FCMAT guidance - using 2.00% based on LA County Pool average rate

Fiscal Impact:
MSA-1: Allows MSA-1 to meet all payroll and critical operational costs as scheduled during the year.
MSA-5: Sufficient cash reserves exist within the organization (and MSA-5 specifically) to make this loan without impacting MSA-5 operations.

	6/30/19 Audited Cash Balance BEFORE Loan:	11/30/2019 Actual Cash Balance BEFORE Loan:	12/31/19 Projected Cash Balance BEFORE Loan:	Principal Amount of Loan	12/31/19 Projected Cash Balance AFTER Loan:	Loan as % of Ending Cash:	Total 2019-20 Projected Expenses	Cash on Hand as % of Expenditures AFTER Loan:	Days Cash on Hand AFTER Loan:
MSA-5	1,987,156	1,903,837	1,939,380	1,000,000	**939,380**	52%	3,499,537	27%	98
	1,987,156	**1,903,837**	**1,939,380**	**1,000,000**	**939,380**		**3,499,537**	**27%**	**98**

SUBMIT ORIGINAL TO:

Los Angeles County Office of Education
Business Advisory Services
9300 Imperial Highway
Downey, CA 90242

REQUEST FOR ADVANCE APPROVAL FOR ADDITIONAL DEBT

INSTRUCTIONS FOR CHARTER SCHOOL:

(1) Complete this form along with the requirements listed below.
(2) The loan request must be accompanied with a narrative including but not limited to the following:

- **(a) Purpose of loan or line of credit**
- **(b) Type of loan (secured or unsecured), and lender info**
- **(c) Amount, duration, and interest rate of loan**
- **(d) Type of collateral for secured loan**
- **(e) Proposed loan repayment schedule**
- **(f) Narrative on how loan will be repaid**

(3) Provide current bank statement, balance sheet, income statement, and cash flow projections
(4) Submit revised budget to include loan and charter school board approval
(5) Request must be submitted at least eight (8) weeks in advance of the date of projected cash needs.
(6) Requires Charter School Board approval.

CHARTER SCHOOL INFORMATION

Magnolia Science Academy 1			Contract Person	**Alfredo Rubalcava**
Name of Charter School				
18238 Sherman Way			Contract Phone#	**(213) 628-3634 ext 120**
Street				
Reseda	**CA**	**91335**	Date Submitted	**1/15/2020**
City	State	Zip Code		

SUMMARY CASH PROJECTIONS

Cash on Hand: (As of last month financial statement)	31-Dec-19	(1)	$ 497,311
Cash projections for the period From:	January-2020 To: June-2020		
Estimated Apportionments for the period based on ADA	$ 4,261,577		
Estimated Cash Receipts		(2)	$ 6,263,803
Estimated Cash Disbursements (including minimum cash reserve)		(3)	$ 7,761,114
LOAN REQUEST AMOUNT		3 - (1 + 2)	$ 1,000,000

Comments: ***Please note any non applicable for the summary cash projections section.***

CERTIFICATION BY CHARTER SCHOOL

I hereby certify that this request is calculated based on my best knowledge of additional cash requirement for the period indicated above. I agree to comply with all applicable laws, policies, rules and regulations relative to the conduct of the Charter School programs. Adjustments to the amount requested may be required upon review of the cash projections and supporting documents.

Alfredo Rubalcava	alfredo Rubalcava 01-16-2020		
Name of Charter School Official (please print)	**Signature**		**Date**
Haim Beliak			
Charter School Board Chair (please print)	**Signature**		**Date**

LACOE INTERNAL USE ONLY

1. Received by:	Administrative Analyst:		Date:	
2. Reviewed by:	Finanical Advisory Serv Officer		Date:	
3. Approved by:	Assistant Director BAS:		Date:	
4. LACOE Board Approval:	Board Chair:		Date:	
5. Remarks:				

Cc: Charter School Office

Cover Sheet

Finance Update for December 2019

Section:	V. Information/Discussion Items
Item:	A. Finance Update for December 2019
Purpose:	FYI
Submitted by:	
Related Material:	V A Dec 2019 Financials.pdf

Board Agenda Item #	V A- discussion item
Date:	January 23, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Lead:	Nanie Montijo, Chief Finance Officer and Karl Yoder, DMS
RE:	December 2019 Financial Reports

Discussion item.

- Back office service provider presents monthly financial reports for all school sites, MERF and a consolidated MPS report.
- Highlights of the activities recorded for the month are presented and included in the financial packet provided to all board members and also made available online

Financial Highlights:

1. Both revenues and expenditures are tracking fairly closely to the year-to-date July Budget
2. Revenues of $21.16 million are on track ($138k below the year-to-date budget due to normal timing variances)
3. Expenditures of $24.73 million are also on track ($349k below the year-to-date budget – also due to normal timing variances)
4. Net year-to-date operating deficit of ($3.58 million) is normal for this point in the year - still on track to meet First Interim target. This is not an indication of an overall annual deficit.
5. Following the discussion at the Board Retreat in December, we are now including a new page in the monthly reports to show projected compliance with annual bond covenants (Days Cash on Hand and Coverage Ratio) so the Board can see if there is a projected upcoming concern. Currently, all covenants are projected to be in full compliance for 2019-20.
6. We continue to carefully review year-to-date trending to ensure higher accuracy with line item budget amounts throughout all school sites and MERF.
7. The next official budget update is the Second Interim Budget (due by March 15th) which will contain updated budget projections and actuals through January 31, 2020.

Name of Originator:

Nanie Montijo, Chief Financial Officer and Karl Yoder, DMS

Attachments

December 2019 Financial Reports for all School Sites and MERF

December 2019 Monthly Financial Update (Actuals through 12/31/19)

DELTA MANAGED SOLUTIONS

December 2019 Financial Update: Executive Summary

- Year-to-date trending through December is generally on track with the First Interim Budget:
  - **Revenues of $21.16 million are on track ($138k below the year-to-date budget due to normal timing variances)**
  - **Expenditures of $24.73 million are also on track ($349k below the year-to-date budget – also due to normal timing variances)**
  - **Net year-to-date operating deficit of ($3.58 million) is normal for this point in the year - still on track to meet First Interim target**
- A new report this month is monthly bond covenant compliance, showing how MPS is projected to end the 2019-20 year. Currently MPS is on track to meet both Cash on Hand and Coverage Ratio covenants.

December 2019 Financial Update: Executive Summary

MSA - Consolidated	Adopted (July 1) Budget	Current Forecast	Year-to-Date Budget (through Dec 2019)	Year-to-Date Actuals (through Dec 2019)	Variance from YTD Budget	Primary Reasons For Variance (see budget detail for all changes)
SUMMARY						
Revenues						
LCFF Entitlement	42,792,722	40,971,144	15,865,080	15,832,634	(32,446)	Normal variances (should end up on track)
Federal Revenues	2,377,423	2,692,754	694,937	571,785	(123,151)	Normal variances (should end up on track)
Other State Revenues	5,000,977	4,968,779	2,101,936	2,072,186	(29,750)	Normal variances (should end up on track)
Other Local Revenues	6,648,094	5,280,860	2,633,652	2,680,664	47,012	Removal of SPED Conc Grant
Total Revenues	**56,819,216**	**53,913,537**	**21,295,605**	**21,157,270**	**(138,335)**	
Expenditures						
Salaries & Benefits	34,320,108	34,019,351	15,808,125	15,907,943	99,818	Normal variance
Books and Supplies	1,842,101	2,194,703	1,061,334	878,175	(183,160)	Normal variance - may end up lower
Services and Operating Exp.	18,107,489	18,212,280	7,498,976	7,237,657	(261,318)	Normal variance - may end up lower
Depreciation & Cap Outlay	1,194,779	1,016,161	394,193	385,212	(8,982)	Normal variance
Other Outflows	581,644	601,727	321,443	325,988	4,544	Normal variance
Total Expenditures	**56,046,121**	**56,044,223**	**25,084,072**	**24,734,975**	**(349,097)**	
Net Revenues	**773,095**	**(2,130,686)**	**(3,788,467)**	**(3,577,705)**	**210,762**	Normal to run large deficits in Fall
Audited Beginning Balance (July 1, 2019)	27,117,781	27,117,781				
Net Revenues in 2019-20	773,095	(2,130,686)				
Ending Balance (June 30, 2020)	**27,890,876**	**24,987,095**				
Ending Bal. as % of Exp.:	**49.8%**	**44.6%**				

2019-20 Year to Date Actuals - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
Revenue												
LCFF Entitlement	2,506,708	1,814,819	1,948,774	670,139	979,639	562,985	1,046,531	1,752,350	3,234,569	1,316,120	-	15,832,634
Federal Revenue	90,950	56,519	50,221	35,763	33,912	35,083	55,995	104,788	90,952	17,602	-	571,785
Other State Revenues	542,547	136,756	247,348	65,001	96,663	57,791	228,755	273,701	294,671	128,952	-	2,072,186
Other Local Revenues	(6,217)	57,268	8,252	6,586	3,979	23,323	58,434	2,578	35,105	26,673	2,464,683	2,680,664
Total Revenue	**3,133,988**	**2,065,362**	**2,254,595**	**777,489**	**1,114,193**	**679,182**	**1,389,716**	**2,133,416**	**3,655,298**	**1,489,347**	**2,464,683**	**21,157,270**
Expenses												
Certificated Salaries	1,449,435	1,045,975	1,023,324	419,534	594,520	337,150	554,174	893,721	1,302,040	778,331	306,332	8,704,538
Classified Salaries	359,236	212,834	403,386	90,116	149,637	82,274	182,535	292,412	354,901	191,924	974,742	3,293,996
Benefits	562,578	405,320	459,101	154,078	259,980	131,802	220,475	354,278	599,271	224,449	538,078	3,909,410
Books and Supplies	117,447	108,477	138,882	16,021	72,910	65,442	35,147	118,658	116,002	25,910	63,278	878,175
Services and Operations	1,342,551	668,433	1,160,831	422,345	372,727	199,150	616,863	634,617	554,655	530,992	734,495	7,237,657
Depreciation / Cap Outlay	35,119	13,506	2,002	5,375	11,876	-	-	28,529	284,075	4,301	430	385,212
Other Outflows	-	-	-	10,839	-	9,997	18,370	30,180	256,602	-	-	325,988
Total Expenses	**3,866,366**	**2,454,545**	**3,187,525**	**1,118,308**	**1,461,650**	**825,815**	**1,627,565**	**2,352,395**	**3,467,546**	**1,755,905**	**2,617,355**	**24,734,975**
Net Revenue	**(732,378)**	**(389,182)**	**(932,930)**	**(340,819)**	**(347,457)**	**(146,633)**	**(237,850)**	**(218,979)**	**187,751**	**(266,558)**	**(152,672)**	**(3,577,705)**
Fund Balance												
Beginning Balance	4,862,158	1,016,553	1,047,010	1,322,729	1,782,007	1,814,289	1,542,641	4,235,561	7,528,510	342,660	1,623,663	27,117,781
Net Revenue	(732,378)	(389,182)	(932,930)	(340,819)	(347,457)	(146,633)	(237,850)	(218,979)	187,751	(266,558)	(152,672)	(3,577,705)
Current Net Asset Balance	**4,129,780**	**627,371**	**114,080**	**981,910**	**1,434,550**	**1,667,656**	**1,304,791**	**4,016,582**	**7,716,261**	**76,102**	**1,470,991**	**23,540,076**
Current Bal. as % of Exp.:	106.8%	25.6%	3.6%	87.8%	98.1%	201.9%	80.2%	170.7%	222.5%	4.3%	56.2%	95.2%

DMS
DELTA MANAGED SOLUTIONS

December 2019 Monthly Update
Actuals through December 31, 2019)
Annual Bond Covenants - Compliance Tracking (based on Year-To-Date so far)

Debt Service Coverage (Individual By School)

	MSA-1	MSA-SA	MSA-SD
Budgeted 2019-20 Net Revenues	(92,678)	(49,065)	(104,252)
Add Back: Depreciation	157,379	612,633	20,000
Add Back: Bond Payments to LLC	1,287,392	512,500	476,172
Add Back: 50% of CMO Fee	430,263	130,263	199,603
"Net Income Available For Debt Service"	**1,782,357**	**1,206,331**	**591,523**
Debt Service (i.e. Bond Payments)	1,287,392	512,500	476,172
Debt Service Coverage	**1.38**	**2.35**	**1.24**
Minimum Required under Covenant	1.10	1.10	1.10
Compliance	Yes	Yes	Yes

Days Cash on Hand (Test is All 3 combined - showing individual as additional data)

	MSA-1	MSA-SA	MSA-SD	COLLECTIVELY
Total Expenses	9,297,641	7,375,194	4,340,486	**21,013,322**
Deduct: Depreciation	(157,379)	(612,633)	(20,000)	**(790,012)**
"Operating Expenses"	9,140,262	6,762,561	4,320,486	**20,223,310**
Expense/Day	25,042	18,528	11,837	**55,406**
Projected 6/30/20 Cash	1,622,887	1,240,802	451,530	**3,315,219**
Repair & Replacement Fund	125,152	-	450,000	**575,152**
Cash on Hand (incl R&R Fund)	1,748,039	1,240,802	901,530	**3,890,371**
Days Cash on Hand	**70**	**67**	**76**	**70**
Minimum				**45**
Compliance	Yes	Yes	Yes	Yes

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
CONSOLIDATED	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Projected Average Daily Attendance:																3,947	3,779	(168)	
SUMMARY																			
Revenue																			
LCFF Entitlement	930,108	2,462,858	2,750,194	4,342,936	3,272,262	2,074,276	-	-	-	-	-	-	15,832,634	15,865,080	(32,446)	42,792,722	40,971,144	(1,821,578)	39%
Federal Revenue	30,603	25,468	16,914	454,917	43,883	-	-	-	-	-	-	-	571,785	694,937	(123,151)	2,377,423	2,692,754	315,331	21%
Other State Revenues	108,155	195,716	218,061	434,732	318,562	796,960	-	-	-	-	-	-	2,072,186	2,101,936	(29,750)	5,000,977	4,968,779	(32,197)	42%
Other Local Revenues	407,468	436,103	454,532	354,743	364,259	663,559	-	-	-	-	-	-	2,680,664	2,633,652	47,012	6,648,094	5,280,860	(1,367,234)	51%
Total Revenue	**1,476,334**	**3,120,145**	**3,439,701**	**5,587,328**	**3,998,966**	**3,534,795**	**-**	**-**	**-**	**-**	**-**	**-**	**21,157,270**	**21,295,605**	**(138,335)**	**56,819,216**	**53,913,537**	**(2,905,678)**	**39%**
Expenditures																			
Certificated Salaries	1,123,015	1,460,340	1,586,414	1,494,422	1,523,607	1,516,740	-	-	-	-	-	-	8,704,538	8,667,597	36,941	18,854,481	18,476,827	(377,654)	47%
Classified Salaries	462,640	483,555	629,281	556,480	589,448	572,592	-	-	-	-	-	-	3,293,996	3,219,962	74,034	6,423,908	6,619,980	196,072	50%
Benefits	319,182	642,496	747,578	845,683	469,270	885,202	-	-	-	-	-	-	3,909,410	3,920,567	(11,157)	9,041,719	8,922,544	(119,175)	44%
Books and Supplies	85,136	223,493	149,595	203,019	161,411	55,520	-	-	-	-	-	-	878,175	1,061,334	(183,160)	1,842,101	2,194,703	352,602	40%
Services and Operating Exp.	799,894	1,116,639	1,127,090	1,617,198	1,114,527	1,462,310	-	-	-	-	-	-	7,237,657	7,498,976	(261,318)	18,107,489	18,212,280	104,791	40%
Depreciation & Cap Outlay	33,044	33,044	33,044	33,044	(78,217)	331,253	-	-	-	-	-	-	385,212	394,193	(8,982)	1,194,779	1,016,161	(178,618)	38%
Other Outflows	44,690	54,630	130,651	48,008	48,008	-	-	-	-	-	-	-	325,988	321,443	4,544	581,644	601,727	20,083	54%
Total Expenditures	**2,867,600**	**4,014,198**	**4,403,653**	**4,797,854**	**3,828,053**	**4,823,617**	**-**	**-**	**-**	**-**	**-**	**-**	**24,734,975**	**25,084,072**	**(349,097)**	**56,046,121**	**56,044,223**	**(1,898)**	**44%**
Net Revenues													**(3,577,705)**	**(3,788,467)**	210,762	**773,095**	**(2,130,686)**	(2,903,780)	

Fund Balance		
Beginning Balance (Audited)	27,117,781	
Net Revenues	(2,130,686)	
Ending Fund Balance	**24,987,095**	
Components of Fund Bal.		
Available For Econ. Uncert.	16,310,233	29.1% of Expenditures
Restricted Balances (Est.)	947,838	1.7% of Expenditures
Net Fixed Assets	7,729,025	13.8% of Expenditures
Ending Fund Balance	**24,987,095**	**44.6% of Expenditures**

DELTA MANAGED S

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
CONSOLIDATED		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
REVENUE DETAIL		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
		Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
LCFF Entitlement																				
8011	State Aid	387,774	1,318,518	1,628,737	2,410,866	2,373,330	1,675,337	-	-	-	-	-	-	9,794,562	9,797,122	(2,560)	27,208,314	25,047,223	(2,161,091)	17,413,751
8012	EPA Entitlement	-	-	51,313	1,182,423	-	-	-	-	-	-	-	-	1,233,736	1,233,736	-	4,384,660	4,529,692	145,032	3,150,924
8019	Prior Year Adjustments	-	52,760	-	-	-	-	-	-	-	-	-	-	52,760	39,970	12,790	-	-	-	(52,760)
8096	InLieuPropTaxes	542,334	1,091,580	1,070,144	749,647	898,932	398,939	-	-	-	-	-	-	4,751,576	4,794,252	(42,676)	11,199,748	11,394,229	194,481	6,448,172
	SUBTOTAL - LCFF Entitlement	**930,108**	**2,462,858**	**2,750,194**	**4,342,936**	**3,272,262**	**2,074,276**	**-**	**-**	**-**	**-**	**-**	**-**	**15,832,634**	**15,865,080**	**(32,446)**	**42,792,722**	**40,971,144**	**(1,821,578)**	**26,960,088**
Federal Revenue																				
8181	SpEd - Revenue	12,588	25,468	16,914	16,914	16,914	-	-	-	-	-	-	-	88,798	156,205	(67,407)	595,707	567,709	(27,998)	506,909
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	18,015	-	-	438,003	26,969	-	-	-	-	-	-	-	482,987	538,731	(55,744)	1,781,716	2,125,045	343,329	1,298,729
	SUBTOTAL - Federal Revenue	**30,603**	**25,468**	**16,914**	**454,917**	**43,883**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**571,785**	**694,937**	**(123,151)**	**2,377,423**	**2,692,754**	**315,331**	**1,805,637**
Other State Revenue																				
8311	SpEd Revenue	108,155	144,977	177,423	221,886	177,423	79,971	-	-	-	-	-	-	909,835	944,646	(34,811)	2,302,147	2,194,788	(107,359)	1,392,312
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	21,344	71,355	-	-	-	-	-	-	92,699	22,562	70,137	126,458	93,070	(33,388)	33,759
8560	StateLotteryRev	-	-	40,637	158,543	-	15,041	-	-	-	-	-	-	214,220	268,915	(54,694)	844,450	795,172	(49,278)	630,230
8590	AllOthStateRev	-	50,739	2	54,304	119,795	630,593	-	-	-	-	-	-	855,432	865,813	(10,381)	1,727,921	1,885,749	157,827	872,490
	SUBTOTAL - Other State Revenue	**108,155**	**195,716**	**218,061**	**434,732**	**318,562**	**796,960**	**-**	**-**	**-**	**-**	**-**	**-**	**2,072,186**	**2,101,936**	**(29,750)**	**5,000,977**	**4,968,779**	**(32,197)**	**2,928,791**
Local Revenue																				
8600	Other Local Rev	-	1,853	-	-	5,000	68,923	-	-	-	-	-	-	75,777	52,853	22,923	67,834	7,228	(60,606)	(7,942)
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	967	823	1,278	1,059	744	-	-	-	-	-	-	-	4,872	5,577	(705)	10,104	10,104	-	5,233
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8701	CMO Fee - MSA-1	74,594	74,594	74,594	74,594	-	149,189	-	-	-	-	-	-	447,566	447,566	-	895,132	895,132	-	447,566
8702	CMO Fee - MSA-2	67,601	67,601	67,601	67,601	-	135,202	-	-	-	-	-	-	405,607	405,607	-	811,213	811,213	-	405,606
8703	CMO Fee - MSA-3	74,594	74,594	74,594	-	149,189	69,651	-	-	-	-	-	-	442,622	442,622	-	895,132	895,132	-	452,510
8704	CMO Fee - MSA-4	5,595	5,595	5,595	-	11,189	1,382	-	-	-	-	-	-	29,355	29,355	-	67,135	67,135	-	37,780
8705	CMO Fee - MSA-5	13,986	13,986	13,986	-	27,973	51,476	-	-	-	-	-	-	121,408	121,408	-	167,837	167,837	-	46,429
8706	CMO Fee - MSA-6	5,595	5,595	5,595	-	11,189	1,382	-	-	-	-	-	-	29,355	29,355	-	67,135	67,135	-	37,780
8707	CMO Fee - MSA-7	37,297	37,297	37,297	-	74,594	34,825	-	-	-	-	-	-	221,311	221,311	-	447,566	447,566	-	226,255
8708	CMO Fee - MSA-8	74,594	74,594	74,594	74,594	-	149,189	-	-	-	-	-	-	447,566	447,566	-	895,132	895,132	-	447,566
8709	CMO Fee - MSA-SA	74,594	74,594	74,594	74,594	-	(37,851)	-	-	-	-	-	-	260,526	260,526	-	895,132	295,132	(600,000)	634,606
8712	CMO Fee - MSA-SD	-	-	-	-	-	34,631	-	-	-	-	-	-	34,631	34,631	-	415,570	415,570	-	380,939
8699	Other Revenue	1,590	4,069	24,803	38,028	84,243	1,426	-	-	-	-	-	-	154,158	134,035	20,123	1,013,173	306,545	(706,628)	859,015
8999	Misc Revenue (Suspense)	(23,540)	906	-	24,272	139	4,135	-	-	-	-	-	-	5,912	1,241	4,671	-	-	-	(5,912)
	SUBTOTAL - Local Revenue	**407,468**	**436,103**	**454,532**	**354,743**	**364,259**	**663,559**	**-**	**-**	**-**	**-**	**-**	**-**	**2,680,664**	**2,633,652**	**47,012**	**6,648,094**	**5,280,860**	**(1,367,234)**	**3,967,430**
Fundraising & Grants																				
8802	Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL REVENUE		**1,476,334**	**3,120,145**	**3,439,701**	**5,587,328**	**3,998,966**	**3,534,795**	**-**	**-**	**-**	**-**	**-**	**-**	**21,157,270**	**21,295,605**	**(138,335)**	**56,819,216**	**53,913,537**	**(2,905,678)**	**35,661,946**
EXPENSES																				
Certificated Salaries																				
1100	TeacherSalaries	656,801	1,157,853	1,256,720	1,174,204	1,208,775	1,213,542	-	-	-	-	-	-	6,667,895	6,635,081	32,814	14,902,050	14,399,501	(502,548)	8,234,154
1300	Cert Adminis	466,214	302,487	329,694	320,218	314,832	303,198	-	-	-	-	-	-	2,036,642	2,032,515	4,127	3,952,431	4,077,326	124,895	1,915,789
	SUBTOTAL - Certificated Salaries	**1,123,015**	**1,460,340**	**1,586,414**	**1,494,422**	**1,523,607**	**1,516,740**	**-**	**-**	**-**	**-**	**-**	**-**	**8,704,538**	**8,667,597**	**36,941**	**18,854,481**	**18,476,827**	**(377,654)**	**10,149,943**

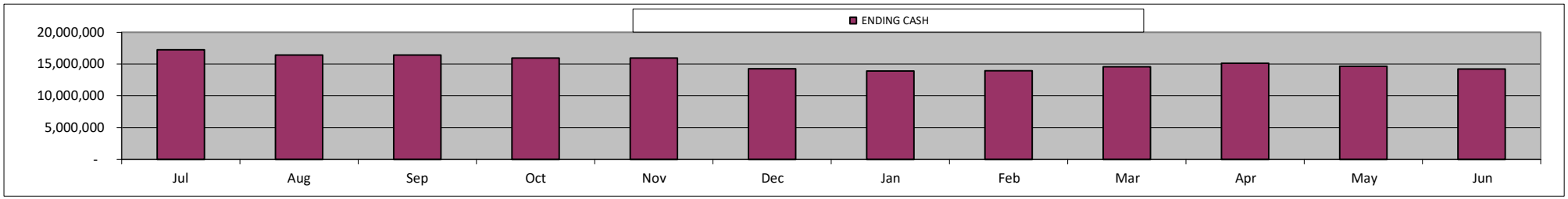
December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
CONSOLIDATED		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	24,808	75,808	149,023	245,488	156,866	143,033	-	-	-	-	-	-	795,027	854,744	(59,717)	855,411	1,978,545	1,123,134	60,384
2200	Classified Support	63,101	94,088	137,436	100,521	121,226	113,549	-	-	-	-	-	-	629,921	556,178	73,743	848,999	1,059,402	210,403	219,077
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	231,541	247,781	272,004	239,750	254,831	256,752	-	-	-	-	-	-	1,502,658	1,483,247	19,411	3,084,239	3,021,283	(62,956)	1,581,581
2900	OtherClassStaff	143,190	65,878	70,818	(29,280)	56,525	59,258	-	-	-	-	-	-	366,389	325,793	40,596	1,635,259	560,750	(1,074,509)	1,268,870
	SUBTOTAL - Classified Salaries	**462,640**	**483,555**	**629,281**	**556,480**	**589,448**	**572,592**	**-**	**-**	**-**	**-**	**-**	**-**	**3,293,996**	**3,219,962**	**74,034**	**6,423,908**	**6,619,980**	**196,072**	**3,129,912**
Employee Benefits																				
3101	STRS-Certified	114,557	246,469	247,411	398,747	254,866	271,174	-	-	-	-	-	-	1,533,224	1,532,277	947	3,108,633	3,173,195	64,562	1,575,409
3102	STRS-Classified	8,959	11,471	12,144	10,728	12,878	13,643	-	-	-	-	-	-	69,823	49,093	20,729	67,191	67,191	-	(2,631)
3201	PERS-Cert	761	2,291	3,581	2,970	2,301	2,301	-	-	-	-	-	-	14,204	7,274	6,930	-	-	-	(14,204)
3202	PERS-Classified	58,955	59,436	83,123	72,822	72,951	71,013	-	-	-	-	-	-	418,300	440,877	(22,577)	1,075,375	1,078,370	2,995	657,076
3301	OASDI/Med-Cert	16,699	21,742	23,776	21,849	23,170	22,762	-	-	-	-	-	-	129,996	116,797	13,199	412,278	408,102	(4,176)	282,282
3302	OASDI/Med-Class	31,305	32,714	43,096	38,785	38,056	37,621	-	-	-	-	-	-	221,578	186,197	35,382	304,522	312,121	7,599	82,944
3401	HlthWelfareCert	11,764	223,773	302,225	277,198	22,955	392,408	-	-	-	-	-	-	1,230,323	1,359,331	(129,008)	3,628,096	3,488,804	(139,293)	2,397,774
3402	HlthWelfareCert	-	-	1,026	6,698	-	18,842	-	-	-	-	-	-	26,566	9,620	16,946	15,776	15,544	(232)	(10,791)
3501	UI-Certificated	-	7,091	1,384	2,891	4,954	(102)	-	-	-	-	-	-	16,218	27,651	(11,432)	72,539	78,539	6,000	56,321
3502	UI-Classified	25	403	289	(308)	82	96	-	-	-	-	-	-	586	1,377	(791)	4,403	4,403	-	3,817
3601	WorkersCmp-Cert	64,022	21,356	21,356	4,941	30,956	44,868	-	-	-	-	-	-	187,499	143,848	43,652	197,187	244,387	47,200	9,688
3701	Other Retirement-Cert	8,291	11,856	4,072	4,240	2,018	6,420	-	-	-	-	-	-	36,898	23,152	13,746	-	6,566	6,566	(36,898)
3901	OthBenes-Cert	-	15	19	1	1	1	-	-	-	-	-	-	37	7,636	(7,599)	117,016	31,390	(85,626)	116,980
3902	OthBenes-Class	3,844	3,879	4,078	4,121	4,082	4,156	-	-	-	-	-	-	24,158	15,438	8,720	38,702	13,930	(24,771)	14,543
	SUBTOTAL - Employee Benefits	**319,182**	**642,496**	**747,578**	**845,683**	**469,270**	**885,202**	**-**	**-**	**-**	**-**	**-**	**-**	**3,909,410**	**3,920,567**	**(11,157)**	**9,041,719**	**8,922,544**	**(119,175)**	**5,132,309**
Books & Supplies																				
4100	Text&CoreCurric	7,485	118,999	52,793	42,478	5,263	3,325	-	-	-	-	-	-	230,344	266,525	(36,182)	261,000	406,429	145,429	30,656
4200	BooksOthRefMats	-	238	681	154	-	(1,610)	-	-	-	-	-	-	(537)	5,710	(6,247)	30,200	20,200	(10,000)	30,737
4310	Ins Mats & Sups	8,930	10,944	1,110	1,862	12,744	(2,911)	-	-	-	-	-	-	32,679	115,148	(82,469)	188,640	403,590	214,950	155,961
4315	OthrSupplies	-	270	2,018	462	-	34	-	-	-	-	-	-	2,784	7,678	(4,894)	22,198	23,079	881	19,414
4320	Office Supplies	827	4,224	4,442	11,051	5,451	8,072	-	-	-	-	-	-	34,068	46,758	(12,690)	122,080	128,675	6,595	88,012
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	1,176	(1,176)	1,500	4,852	3,352	1,500
4326	Arts&MusicSupps	-	-	-	4,999	217	49	-	-	-	-	-	-	5,266	13,746	(8,480)	31,981	41,081	9,100	26,715
4335	PE Supplies	-	-	-	1,701	-	-	-	-	-	-	-	-	1,701	11,470	(9,769)	41,000	42,000	1,000	39,299
4340	Educat Software	14,435	18,854	26,280	20,640	108,805	15,853	-	-	-	-	-	-	204,866	182,581	22,285	408,584	385,578	(23,006)	203,718
4345	NonInstStdntSup	2,201	14,959	815	1,540	1,635	6,200	-	-	-	-	-	-	27,350	34,122	(6,772)	51,500	79,768	28,268	24,150
4346	TeacherSupplies	-	66	569	277	732	387	-	-	-	-	-	-	2,030	8,812	(6,782)	41,000	33,500	(7,500)	38,970
4350	Cust. Supplies	-	-	6,487	1,067	3,039	449	-	-	-	-	-	-	11,042	23,639	(12,597)	73,905	73,905	-	62,864
4351	Yearbook	-	-	-	525	900	-	-	-	-	-	-	-	1,425	1,600	(175)	3,300	4,959	1,659	1,875
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	570	(570)	2,500	2,350	(150)	2,500
4400	NonCapEquip-Gen	-	-	737	3,197	1,115	571	-	-	-	-	-	-	5,620	10,520	(4,900)	59,329	31,104	(28,225)	53,709
4410	ClssrmFrnEqp<5k	-	1,880	-	-	-	1,796	-	-	-	-	-	-	3,676	5,885	(2,209)	14,000	18,400	4,400	10,324
4430	OffceFurnEqp<5k	741	-	-	-	-	-	-	-	-	-	-	-	741	7,785	(7,045)	39,870	29,800	(10,070)	39,129
4440	Computers <$5k	763	-	-	930	6,613	8,971	-	-	-	-	-	-	17,277	35,937	(18,660)	131,225	142,948	11,723	113,948
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	(81)	(204)	4,356	15,328	11,558	11,220	-	-	-	-	-	-	42,177	65,393	(23,216)	208,000	209,122	1,122	165,823
4720	Food:Other Food	725	9,499	3,634	8,089	1,346	3,108	-	-	-	-	-	-	26,403	44,109	(17,707)	110,290	113,364	3,074	83,887
4999	Misc Expenditure (Suspense)	49,109	43,764	45,673	88,721	1,992	6	-	-	-	-	-	-	229,264	172,171	57,093	-	-	-	(229,264)
	SUBTOTAL - Books and Supplies	**85,136**	**223,493**	**149,595**	**203,019**	**161,411**	**55,520**	**-**	**-**	**-**	**-**	**-**	**-**	**878,175**	**1,061,334**	**(183,160)**	**1,842,101**	**2,194,703**	**352,602**	**963,926**

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
CONSOLIDATED		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5101	CMO Fees	428,451	428,451	428,451	291,384	274,134	589,075	-	-	-	-	-	-	2,439,946	2,402,868	37,078	5,556,982	4,956,982	(600,000)	3,117,036
5205	Conference Fees	209	-	-	1,400	-	-	-	-	-	-	-	-	1,609	10,472	(8,863)	38,168	38,168	-	36,559
5210	MilesParkTolls	4,569	3,805	3,104	4,257	5,436	6,955	-	-	-	-	-	-	28,125	34,652	(6,527)	110,744	93,770	(16,974)	82,619
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	2,303	(2,303)	14,500	9,500	(5,000)	14,500
5220	TraLodging	193	(200)	-	784	278	2,136	-	-	-	-	-	-	3,192	19,296	(16,105)	97,000	77,169	(19,831)	93,808
5300	DuesMemberships	15,305	28,928	7,690	4,431	544	33,545	-	-	-	-	-	-	90,443	78,993	11,450	129,450	149,739	20,289	39,007
5450	Other Insurance	65,442	20,488	22,686	18,290	39,137	26,042	-	-	-	-	-	-	192,085	164,778	27,307	278,808	283,130	4,322	86,723
5500	OpsHousekeeping	3,488	7,162	15,854	18,552	19,033	19,086	-	-	-	-	-	-	83,175	82,037	1,137	231,050	197,605	(33,445)	147,875
5510	Gas & Electric	15	12,822	27,396	30,721	23,301	17,667	-	-	-	-	-	-	111,921	121,434	(9,513)	338,500	313,500	(25,000)	226,579
5610	Rent & Leases	156,669	275,832	284,832	793,929	362,166	243,956	-	-	-	-	-	-	2,117,385	2,038,284	79,101	4,247,943	4,790,351	542,408	2,130,558
5620	EquipmentLeases	5,784	9,149	21,264	8,656	18,261	13,325	-	-	-	-	-	-	76,440	82,029	(5,589)	192,202	198,202	6,000	115,761
5630	Reps&MaintBldng	845	5,697	7,930	2,230	1,265	2,582	-	-	-	-	-	-	20,549	37,138	(16,589)	189,000	147,952	(41,048)	168,451
5800	ProfessServices	16,737	103,015	20,037	34,936	63,725	68,028	-	-	-	-	-	-	306,478	328,579	(22,101)	981,957	980,692	(1,265)	675,479
5810	Legal	-	6,009	11,634	128,812	(21,412)	16,065	-	-	-	-	-	-	141,108	185,457	(44,349)	331,000	389,661	58,661	189,892
5813	SchPrgAftSchool	-	106	66,305	21,417	39,291	33,586	-	-	-	-	-	-	160,706	137,982	22,724	350,987	294,713	(56,274)	190,281
5814	SchPrgAcadComps	-	1,195	100	2,123	1,576	2,240	-	-	-	-	-	-	7,234	12,997	(5,763)	63,000	61,250	(1,750)	55,766
5819	SchlProgs-Other	295	3,948	9,324	7,630	9,699	16,902	-	-	-	-	-	-	47,796	55,128	(7,332)	140,301	200,827	60,526	92,505
5820	Audit & CPA	-	-	175	(700)	-	-	-	-	-	-	-	-	(525)	20,638	(21,163)	189,771	189,771	-	190,296
5825	DMSBusinessSvcs	34,474	68,948	-	68,948	34,474	34,474	-	-	-	-	-	-	241,317	214,506	26,811	520,000	520,000	-	278,683
5835	Field Trips	-	-	8,701	9,237	14,309	6,308	-	-	-	-	-	-	38,556	78,335	(39,780)	301,283	267,075	(34,208)	262,727
5836	FieldTrip Trans	-	6,827	6,827	8,717	8,126	6,827	-	-	-	-	-	-	37,322	36,428	894	63,860	80,360	16,500	26,538
5840	MarkngStdtRecrt	2,000	10,884	12,623	10,103	4,962	4,725	-	-	-	-	-	-	45,297	63,881	(18,584)	194,000	197,075	3,075	148,703
5850	Oversight Fees	9,557	15,958	11,509	8,535	8,536	-	-	-	-	-	-	-	54,095	101,479	(47,384)	432,626	428,269	(4,357)	378,531
5857	Payroll Fees	19,463	18,206	17,008	5,380	14,485	14,658	-	-	-	-	-	-	89,200	86,771	2,429	192,878	190,468	(2,410)	103,678
5860	Service Fees	181	17,635	1,254	211	388	(15,183)	-	-	-	-	-	-	4,485	25,529	(21,043)	43,055	45,055	2,000	38,569
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	2,424	(2,424)	10,000	10,000	-	10,000
5863	Prof Developmnt	11,960	17,981	10,694	11,427	3,009	7,903	-	-	-	-	-	-	62,975	106,465	(43,490)	187,962	313,176	125,214	124,987
5864	Prof Dev-Other	4,772	1,854	4,641	3,098	327	40,248	-	-	-	-	-	-	54,941	61,416	(6,475)	260,060	233,366	(26,694)	205,119
5869	SpEd Ctrct Inst	-	-	20,905	18,976	40,419	127,435	-	-	-	-	-	-	207,734	225,882	(18,147)	805,446	709,024	(96,422)	597,712
5870	Livescan	-	-	644	327	74	178	-	-	-	-	-	-	1,223	1,641	(418)	-	3,735	3,735	(1,223)
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	38,371	(38,371)	248,880	231,444	(17,436)	248,880
5875	Staff Recruiting	-	1,256	-	1,747	194	782	-	-	-	-	-	-	3,979	5,706	(1,727)	15,309	14,154	(1,155)	11,330
5884	Substitutes	-	-	38,170	58,091	108,961	115,823	-	-	-	-	-	-	321,045	282,662	38,383	459,083	708,173	249,091	138,038
5890	OthSvcsNon-Inst	269	1,348	269	-	6,453	1,400	-	-	-	-	-	-	9,740	20,088	(10,348)	76,014	76,969	955	66,274
5900	Communications	3,219	3,448	3,159	792	372	3,556	-	-	-	-	-	-	14,547	26,582	(12,035)	70,412	76,467	6,055	55,865
5920	TelecomInternet	12,744	7,219	7,118	7,240	16,398	6,558	-	-	-	-	-	-	57,277	88,561	(31,284)	269,150	258,060	(11,090)	211,873
5930	PostageDelivery	3,093	4,003	3,138	2,524	4,478	5,015	-	-	-	-	-	-	22,251	25,692	(3,441)	66,109	66,109	-	43,858
5940	Technology	158	34,663	53,649	32,994	12,129	10,413	-	-	-	-	-	-	144,006	191,490	(47,484)	410,001	410,320	320	265,994
	SUBTOTAL - Services & Other Operating Exp.	**799,894**	**1,116,639**	**1,127,090**	**1,617,198**	**1,114,527**	**1,462,310**	**-**	**-**	**-**	**-**	**-**	**-**	**7,237,657**	**7,498,976**	**(261,318)**	**18,107,489**	**18,212,280**	**104,791**	**10,869,832**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	(0)	-	-	-	-	-	-	-	-	(0)	(0)	(0)	166,000	-	(166,000)	166,000
6900	Depreciation	33,044	33,044	33,044	33,044	(78,217)	331,253	-	-	-	-	-	-	385,212	394,193	(8,982)	1,028,779	1,016,161	(12,618)	643,568

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
CONSOLIDATED		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
	SUBTOTAL - Capital Outlay & Depreciation	**33,044**	**33,044**	**33,044**	**33,044**	**(78,217)**	**331,253**	**-**	**-**	**-**	**-**	**-**	**-**	**385,212**	**394,193**	**(8,982)**	**1,194,779**	**1,016,161**	**(178,618)**	**809,568**
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	9,898	19,839	13,216	13,216	13,216	-	-	-	-	-	-	-	69,386	59,973	9,413	-	-	-	(69,386)
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	4,303	(4,303)	-	17,750	17,750	-
7438	InterestExpense	34,792	34,792	117,435	34,792	34,792	-	-	-	-	-	-	-	256,602	257,167	(566)	581,644	583,977	2,333	325,042
	SUBTOTAL - Other Outflows	**44,690**	**54,630**	**130,651**	**48,008**	**48,008**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**325,988**	**321,443**	**4,544**	**581,644**	**601,727**	**20,083**	**255,656**
TOTAL EXPENSES		**2,867,600**	**4,014,198**	**4,403,653**	**4,797,854**	**3,828,053**	**4,823,617**	**-**	**-**	**-**	**-**	**-**	**-**	**24,734,975**	**25,084,072**	**(349,097)**	**56,046,121**	**56,044,223**	**(1,898)**	**31,311,146**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

All MPS	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**17,798,004**	**17,225,027**	**16,387,552**	**16,388,633**	**15,956,670**	**15,932,738**	**14,247,964**	**13,885,428**	**13,923,913**	**14,561,009**	**15,123,251**	**14,628,726**		
Revenue														
LCFF Entitlement	930,108	2,462,858	2,750,194	4,342,936	3,272,262	2,074,276	4,014,649	2,832,226	3,966,460	4,100,367	3,043,600	3,342,194	3,806,569	**40,938,698**
Federal Revenue	30,603	25,468	16,914	454,917	43,883	-	319,651	319,651	319,651	319,651	319,651	319,651	79,913	**2,569,603**
Other State Revenues	108,155	195,716	218,061	434,732	318,562	796,960	458,695	458,695	458,695	458,695	458,695	458,695	114,674	**4,939,029**
Other Local Revenues	407,468	436,103	454,532	354,743	364,259	663,559	423,553	423,553	423,553	423,553	423,553	423,553	105,888	**5,327,872**
Total Revenue	**1,476,334**	**3,120,145**	**3,439,701**	**5,587,328**	**3,998,966**	**3,534,795**	**5,216,548**	**4,034,125**	**5,168,359**	**5,302,266**	**4,245,499**	**4,544,093**	**4,107,044**	**53,775,202**
Expenses														
Certificated Salaries	1,123,015	1,460,340	1,586,414	1,494,422	1,523,607	1,516,740	1,569,477	1,569,477	1,569,477	1,569,477	1,569,477	1,569,477	392,369	**18,513,768**
Classified Salaries	462,640	483,555	629,281	556,480	589,448	572,592	544,003	544,003	544,003	544,003	544,003	544,003	136,001	**6,694,014**
Benefits	319,182	642,496	747,578	845,683	469,270	885,202	800,316	800,316	800,316	800,316	800,316	800,316	200,079	**8,911,387**
Books and Supplies	85,136	223,493	149,595	203,019	161,411	55,520	181,339	181,339	181,339	181,339	181,339	181,339	45,335	**2,011,544**
Services and Operations	799,894	1,117,936	1,127,090	1,617,198	1,114,527	1,462,310	1,657,998	1,640,391	1,640,391	1,640,391	1,640,391	1,573,259	920,482	**17,952,259**
Depreciation / Cap Outlay	33,044	33,044	33,044	33,044	(78,217)	331,253	99,713	99,713	99,713	99,713	99,713	99,713	23,689	**1,007,179**
Other Outflows	44,690	54,630	130,651	48,008	48,008	-	44,845	44,845	44,845	44,845	44,845	44,845	11,211	**606,272**
Total Expenses	**2,867,600**	**4,015,495**	**4,403,653**	**4,797,854**	**3,828,053**	**4,823,617**	**4,897,692**	**4,880,085**	**4,880,085**	**4,880,085**	**4,880,085**	**4,812,953**	**1,729,166**	**55,696,423**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	2,927,160	869,149	70,364	401,035	36,181	329,483	-	531,434	208,761	-	-	-		**5,373,568**
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Other Assets/Accrual Adj	78,294	(25,839)	675,001	-	(177,221)	(432,392)	28,547	212,950	-	-	-	-		**359,340**
Fixed Assets - Depreciation Addback	20,438	20,438	27,344	45,182	45,182	329,257	95,582	95,582	95,582	95,582	95,582	95,582		**1,061,335**
Fixed Assets - Acquisitions	-	-	-	(2,070,744)	-	-	(650,000)	-	-	-	-	-		**(2,720,744)**
Due To (From)	(129,656)	(0)	(16,738)	149,000	0	0	0	0	0	0	0	(300,000)		**(297,393)**
Expenses - Prior Year Accruals	(2,082,292)	(819,595)	(114,730)	209,610	(143,467)	(492,856)	-	-	-	-	-	-		**(3,443,329)**
Accounts Payable - Current Year	-	9,375	300,414	-	-	(173,924)	(200,000)	-	-	-	-	-		**(64,135)**
Summerholdback for Teachers	4,346	4,346	23,378	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479	44,479		**432,381**
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**818,290**	**57,875**	**965,033**	**(1,221,438)**	**(194,845)**	**(395,952)**	**(681,392)**	**884,445**	**348,822**	**140,061**	**140,061**	**(159,939)**		**701,023**
Total Change in Cash	**(572,976)**	**(837,475)**	**1,081**	**(431,963)**	**(23,932)**	**(1,684,774)**	**(362,535)**	**38,485**	**637,096**	**562,242**	**(494,525)**	**(428,798)**		**(1,220,198)**
ENDING CASH	**17,225,027**	**16,387,552**	**16,388,633**	**15,956,670**	**15,932,738**	**14,247,964**	**13,885,428**	**13,923,913**	**14,561,009**	**15,123,251**	**14,628,726**	**14,199,928**		<<< = 93 days cash



MSA-1 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($92,678).

This is an decrease of ($118,207) from the original July Budget projected surplus of $25,529.

This will allow MSA-1 to end this fiscal year with a balance of $4,769,480, which is 51.3% 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 $355,868, which represents 14 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = decrease of ($128,272), or -1.4% of July revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $42,007 higher than in the July Budget, 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 $9,668 higher than in the July Budget.

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 $12,346 higher than in the July Budget.

Other Local Revenues: This category is primarily fundraising revenue, but includes any non-LCFF local revenue sources.

Other Local Revenues are projected at ($171,261) lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = decrease of ($10,065), or -0.1% of July expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are ($119,902) lower than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at $37,360 higher than in the July Budget.

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 ($66,967) lower than in the July Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at $24,638 higher than in the July Budget, reflecting updated depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
MSA 1	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Projected Average Daily Attendance:																634	634	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	86,630	385,827	321,339	740,903	486,005	486,004	-	-	-	-	-	-	2,506,708	2,505,075	1,634	7,307,540	7,349,547	42,007	34%
Federal Revenue	11,188	-	-	61,527	18,235	-	-	-	-	-	-	-	90,950	90,593	356	433,659	425,131	(8,528)	21%
Other State Revenues	14,837	14,837	26,706	67,345	26,706	392,116	-	-	-	-	-	-	542,547	547,937	(5,390)	1,345,875	1,355,386	9,510	40%
Other Local Revenues	-	358	6,747	(35,381)	14,344	7,715	-	-	-	-	-	-	(6,217)	(3,566)	(2,650)	246,161	74,900	(171,261)	-8%
Total Revenue	**112,655**	**401,022**	**354,792**	**834,394**	**545,290**	**885,835**	**-**	**-**	**-**	**-**	**-**	**-**	**3,133,988**	**3,140,039**	**(6,051)**	**9,333,235**	**9,204,963**	**(128,272)**	**34%**
Expenditures																			
Certificated Salaries	198,138	230,542	247,292	273,069	251,514	248,881	-	-	-	-	-	-	1,449,435	1,433,367	16,068	3,123,243	2,946,887	(176,356)	49%
Classified Salaries	54,072	52,825	66,202	65,515	61,140	59,481	-	-	-	-	-	-	359,236	340,599	18,637	615,744	659,298	43,554	54%
Benefits	42,589	89,250	89,968	131,408	70,022	139,341	-	-	-	-	-	-	562,578	585,197	(22,619)	1,297,240	1,310,140	12,900	43%
Books and Supplies	14,441	45,172	3,353	26,790	21,585	6,106	-	-	-	-	-	-	117,447	152,540	(35,093)	311,378	348,738	37,360	34%
Services and Operating Exp.	126,913	217,916	241,819	281,681	160,204	314,018	-	-	-	-	-	-	1,342,551	1,401,235	(58,684)	3,826,100	3,873,939	47,839	35%
Depreciation & Cap Outlay	15,578	15,578	15,578	15,578	(33,047)	5,853	-	-	-	-	-	-	35,119	31,157	3,963	134,000	157,379	23,379	22%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	305	(305)	-	1,259	1,259	0%
Total Expenditures	**451,731**	**651,284**	**664,213**	**794,041**	**531,418**	**773,679**	**-**	**-**	**-**	**-**	**-**	**-**	**3,866,366**	**3,944,399**	**(78,033)**	**9,307,706**	**9,297,641**	**(10,065)**	**42%**
Net Revenues													**(732,378)**	**(804,360)**	**71,982**	**25,529**	**(92,678)**	**(118,207)**	

Fund Balance		
Beginning Balance (Audited)	4,862,158	
Net Revenues	(92,678)	
Ending Fund Balance	**4,769,480**	
Components of Fund Bal.		
Available For Econ. Uncert.	3,409,424	36.7% of Expenditures
Restricted Balances (Est.)	594,910	6.4% of Expenditures
Net Fixed Assets	765,146	8.2% of Expenditures
Ending Fund Balance	**4,769,480**	**51.3% of Expenditures**

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
MSA 1	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
REVENUE DETAIL	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
LCFF Entitlement																			
8011 State Aid	-	205,832	205,832	370,497	370,497	370,497	-	-	-	-	-	-	1,523,155	1,523,155	-	4,811,627	4,629,728	(181,899)	3,288,472
8012 EPA Entitlement	-	-	-	254,899	-	-	-	-	-	-	-	-	254,899	254,899	-	1,035,750	1,106,987	71,237	780,851
8019 Prior Year Adjustments	-	6,734	-	-	-	-	-	-	-	-	-	-	6,734	5,102	1,633	-	-	-	(6,734)
8096 InLieuPropTaxes	86,630	173,261	115,507	115,507	115,508	115,507	-	-	-	-	-	-	721,920	721,919	1	1,460,163	1,612,832	152,669	738,243
SUBTOTAL - LCFF Entitlement	**86,630**	**385,827**	**321,339**	**740,903**	**486,005**	**486,004**	**-**	**-**	**-**	**-**	**-**	**-**	**2,506,708**	**2,505,075**	**1,634**	**7,307,540**	**7,349,547**	**42,007**	**4,800,832**
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	17,879	(17,879)	82,500	73,750	(8,750)	82,500
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	11,188	-	-	61,527	18,235	-	-	-	-	-	-	-	90,950	72,715	18,235	351,159	351,381	222	260,209
SUBTOTAL - Federal Revenue	**11,188**	**-**	**-**	**61,527**	**18,235**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**90,950**	**90,593**	**356**	**433,659**	**425,131**	**(8,528)**	**342,709**
Other State Revenue																			
8311 SpEd Revenue	14,837	14,837	26,706	26,706	26,706	26,706	-	-	-	-	-	-	136,498	150,199	(13,701)	359,700	359,927	227	223,202
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	17,727	-	-	-	-	-	-	17,727	4,491	13,236	18,526	18,526	-	799
8560 StateLotteryRev	-	-	-	29,688	-	-	-	-	-	-	-	-	29,688	32,296	(2,608)	133,136	133,220	84	103,448
8590 AllOthStateRev	-	-	-	10,951	-	347,683	-	-	-	-	-	-	358,635	360,951	(2,317)	834,513	843,713	9,199	475,879
SUBTOTAL - Other State Revenue	**14,837**	**14,837**	**26,706**	**67,345**	**26,706**	**392,116**	**-**	**-**	**-**	**-**	**-**	**-**	**542,547**	**547,937**	**(5,390)**	**1,345,875**	**1,355,386**	**9,510**	**803,328**
Local Revenue																			
8600 Other Local Rev	-	-	-	-	2,500	-	-	-	-	-	-	-	2,500	303	2,197	23,000	2,500	(20,500)	20,500
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	-	6,747	(35,381)	11,508	5,267	-	-	-	-	-	-	(11,859)	(4,141)	(7,718)	223,161	72,400	(150,761)	235,020
8999 Misc Revenue (Suspense)	-	358	-	-	336	2,448	-	-	-	-	-	-	3,142	272	2,871	-	-	-	(3,142)
SUBTOTAL - Local Revenue	**-**	**358**	**6,747**	**(35,381)**	**14,344**	**7,715**	**-**	**-**	**-**	**-**	**-**	**-**	**(6,217)**	**(3,566)**	**(2,650)**	**246,161**	**74,900**	**(171,261)**	**252,378**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL REVENUE	**112,655**	**401,022**	**354,792**	**834,394**	**545,290**	**885,835**	**-**	**-**	**-**	**-**	**-**	**-**	**3,133,988**	**3,140,039**	**(6,051)**	**9,333,235**	**9,204,963**	**(128,272)**	**6,199,247**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	137,776	193,286	208,937	215,939	211,164	210,227	-	-	-	-	-	-	1,177,328	1,169,190	8,139	2,647,598	2,460,601	(186,997)	1,470,270
1300 Cert Adminis	60,362	37,256	38,355	57,130	40,350	38,654	-	-	-	-	-	-	272,107	264,177	7,929	475,645	486,286	10,641	203,538
SUBTOTAL - Certificated Salaries	**198,138**	**230,542**	**247,292**	**273,069**	**251,514**	**248,881**	**-**	**-**	**-**	**-**	**-**	**-**	**1,449,435**	**1,433,367**	**16,068**	**3,123,243**	**2,946,887**	**(176,356)**	**1,673,808**

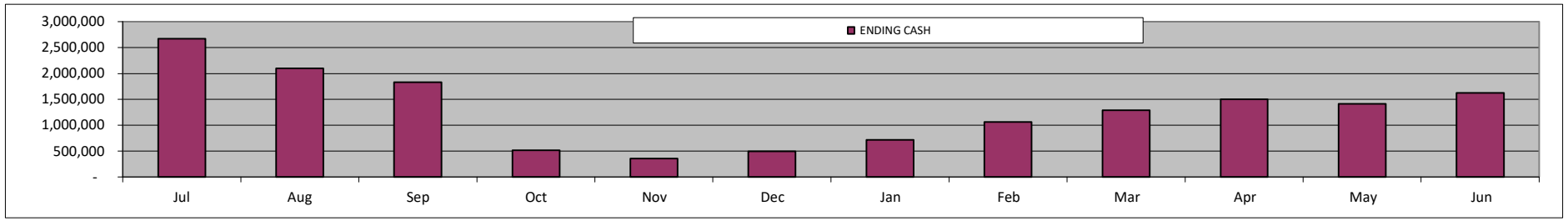
December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	9,274	9,713	15,253	17,074	15,375	13,948	-	-	-	-	-	-	80,638	83,893	(3,255)	119,773	185,700	65,927	39,135
2200	Classified Support	18,327	22,978	30,815	26,844	26,036	24,278	-	-	-	-	-	-	149,277	121,388	27,889	191,467	191,467	-	42,190
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	16,268	20,134	20,134	21,598	19,728	21,256	-	-	-	-	-	-	119,117	127,587	(8,470)	304,504	282,131	(22,373)	185,387
2900	OtherClassStaff	10,204	-	-	-	-	-	-	-	-	-	-	-	10,204	7,730	2,474	-	-	-	(10,204)
	SUBTOTAL - Classified Salaries	**54,072**	**52,825**	**66,202**	**65,515**	**61,140**	**59,481**	**-**	**-**	**-**	**-**	**-**	**-**	**359,236**	**340,599**	**18,637**	**615,744**	**659,298**	**43,554**	**256,508**
Employee Benefits																				
3101	STRS-Certified	20,001	39,188	39,188	49,037	42,597	42,304	-	-	-	-	-	-	232,315	235,862	(3,547)	513,591	512,263	(1,328)	281,276
3102	STRS-Classified	307	1,093	1,203	1,446	1,387	1,470	-	-	-	-	-	-	6,906	3,067	3,839	-	-	-	(6,906)
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	9,142	8,890	10,869	10,165	10,092	9,735	-	-	-	-	-	-	58,893	61,597	(2,705)	123,149	132,009	8,860	64,256
3301	OASDI/Med-Cert	3,017	3,328	3,579	3,106	3,633	3,595	-	-	-	-	-	-	20,258	16,659	3,599	28,000	28,000	-	7,742
3302	OASDI/Med-Class	3,710	3,645	4,596	5,203	4,160	4,003	-	-	-	-	-	-	25,318	23,904	1,413	45,000	45,000	-	19,682
3401	HlthWelfareCert	-	30,108	27,782	58,499	3,277	74,709	-	-	-	-	-	-	194,374	208,900	(14,526)	498,000	498,000	-	303,626
3402	HlthWelfareCert	-	-	-	1,342	-	1,342	-	-	-	-	-	-	2,684	2,318	366	-	5,368	5,368	(2,684)
3501	UI-Certificated	-	910	585	436	37	18	-	-	-	-	-	-	1,987	16,009	(14,022)	60,000	60,000	-	58,013
3502	UI-Classified	217	7	80	105	82	96	-	-	-	-	-	-	586	1,158	(572)	3,500	3,500	-	2,914
3601	WorkersCmp-Cert	6,195	2,065	2,065	2,065	4,753	2,065	-	-	-	-	-	-	19,208	15,447	3,761	25,000	25,000	-	5,792
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	15	19	1	1	1	-	-	-	-	-	-	37	269	(232)	1,000	1,000	-	963
3902	OthBenes-Class	-	0	3	3	3	3	-	-	-	-	-	-	12	5	7	-	-	-	(12)
	SUBTOTAL - Employee Benefits	**42,589**	**89,250**	**89,968**	**131,408**	**70,022**	**139,341**	**-**	**-**	**-**	**-**	**-**	**-**	**562,578**	**585,197**	**(22,619)**	**1,297,240**	**1,310,140**	**12,900**	**734,663**
Books & Supplies																				
4100	Text&CoreCurric	-	36,104	-	2,652	1,377	-	-	-	-	-	-	-	40,133	42,317	(2,184)	50,000	53,445	3,445	9,867
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	2,500	-	-	(804)	(250)	-	-	-	-	-	-	-	1,446	16,134	(14,688)	40,000	61,254	21,254	38,554
4315	OthrSupplies	-	-	2,018	462	-	34	-	-	-	-	-	-	2,515	6,727	(4,213)	20,000	20,000	-	17,486
4320	Office Supplies	111	152	-	1,442	2,829	1,469	-	-	-	-	-	-	6,003	3,716	2,288	10,000	10,000	-	3,997
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	3,568	217	49	-	-	-	-	-	-	3,835	9,636	(5,802)	15,000	28,600	13,600	11,165
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	2,424	(2,424)	10,000	10,000	-	10,000
4340	Educat Software	4,633	5,779	-	(17)	12,025	1,377	-	-	-	-	-	-	23,797	20,087	3,709	50,378	50,378	(0)	26,581
4345	NonInstStdntSup	-	3,828	-	-	-	863	-	-	-	-	-	-	4,691	6,330	(1,639)	5,000	14,148	9,148	309
4346	TeacherSupplies	-	-	-	-	305	216	-	-	-	-	-	-	521	2,182	(1,661)	10,000	9,000	(1,000)	9,479
4350	Cust. Supplies	-	-	471	-	2,852	449	-	-	-	-	-	-	3,771	7,629	(3,858)	30,000	30,000	-	26,229
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	727	(727)	10,000	3,000	(7,000)	10,000
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	1,455	(1,455)	10,000	6,000	(4,000)	10,000
4440	Computers <$5k	-	-	-	-	-	-	-	-	-	-	-	-	-	8,727	(8,727)	36,000	36,000	-	36,000
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	113	974	454	42	1,647	-	-	-	-	-	-	3,230	5,268	(2,037)	15,000	16,914	1,914	11,770
4999	Misc Expenditure (Suspense)	7,197	(804)	(110)	19,034	2,188	-	-	-	-	-	-	-	27,506	19,180	8,326	-	-	-	(27,506)
	SUBTOTAL - Books and Supplies	**14,441**	**45,172**	**3,353**	**26,790**	**21,585**	**6,106**	**-**	**-**	**-**	**-**	**-**	**-**	**117,447**	**152,540**	**(35,093)**	**311,378**	**348,738**	**37,360**	**193,931**

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5101	CMO Fees	74,594	74,594	74,594	74,594	-	149,189	-	-	-	-	-	-	447,566	434,656	12,910	895,132	860,526	(34,606)	447,566
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	46	92	-	76	38	718	-	-	-	-	-	-	970	2,223	(1,252)	12,500	8,500	(4,000)	11,530
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	2,424	(2,424)	10,000	10,000	-	10,000
5300	DuesMemberships	1,070	(31)	250	-	-	6,720	-	-	-	-	-	-	8,009	7,037	972	25,000	25,000	-	16,991
5450	Other Insurance	9,587	3,196	3,196	3,196	10,477	3,196	-	-	-	-	-	-	32,848	26,648	6,200	50,000	50,000	-	17,152
5500	OpsHousekeeping	2,029	2,332	8,181	13,450	11,692	6,962	-	-	-	-	-	-	44,646	41,204	3,442	100,000	88,740	(11,260)	55,354
5510	Gas & Electric	-	3,432	4,204	5,127	6,481	6,102	-	-	-	-	-	-	25,346	31,487	(6,141)	90,000	90,000	-	64,654
5610	Rent & Leases	30,000	107,966	107,966	114,626	107,966	107,966	-	-	-	-	-	-	576,489	589,809	(13,320)	1,890,580	1,892,240	1,660	1,314,091
5620	EquipmentLeases	1,034	2,270	7,412	3,319	4,739	2,266	-	-	-	-	-	-	21,040	22,996	(1,956)	45,000	51,000	6,000	23,960
5630	Reps&MaintBldng	-	-	2,080	-	1,165	2,582	-	-	-	-	-	-	5,827	14,667	(8,840)	60,000	54,000	(6,000)	54,173
5800	ProfessServices	-	11,058	-	-	220	36	-	-	-	-	-	-	11,314	11,058	256	160,532	158,981	(1,551)	149,218
5810	Legal	-	-	3,196	54,780	662	-	-	-	-	-	-	-	58,638	60,838	(2,200)	5,000	69,780	64,780	(53,638)
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	500	98	-	-	-	-	-	-	-	598	1,591	(993)	5,000	5,000	-	4,402
5819	SchlProgs-Other	-	2,050	902	2,461	4,465	2,305	-	-	-	-	-	-	12,183	14,525	(2,342)	30,000	43,000	13,000	17,817
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	2,909	(2,909)	12,000	12,000	-	12,000
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	2,808	2,852	780	540	-	-	-	-	-	-	6,980	15,971	(8,991)	60,000	48,192	(11,808)	53,020
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	2,000	2,475	2,992	2,103	-	-	-	-	-	-	-	-	9,570	13,432	(3,862)	24,000	25,500	1,500	14,430
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	73,428	73,428	-	73,428
5857	Payroll Fees	1,918	1,816	1,894	1,865	1,914	1,955	-	-	-	-	-	-	11,361	11,736	(375)	25,000	25,000	-	13,639
5860	Service Fees	-	-	-	1	17	1,252	-	-	-	-	-	-	1,270	485	785	2,000	2,000	-	730
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	3,750	2,125	483	470	960	(235)	-	-	-	-	-	-	7,552	20,931	(13,379)	16,400	65,006	48,606	8,848
5864	Prof Dev-Other	-	-	4,432	-	-	15,702	-	-	-	-	-	-	20,134	12,269	7,866	37,000	36,758	(242)	16,866
5869	SpEd Ctrct Inst	-	-	3,247	-	-	-	-	-	-	-	-	-	3,247	9,654	(6,407)	46,478	29,676	(16,802)	43,231
5870	Livescan	-	-	254	-	-	148	-	-	-	-	-	-	402	448	(46)	-	1,055	1,055	(402)
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	3,071	(3,071)	14,116	12,668	(1,448)	14,116
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	3,656	964	6,903	3,611	-	-	-	-	-	-	15,134	10,773	4,361	40,000	30,000	(10,000)	24,866
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	4,848	(4,848)	20,000	20,000	-	20,000
5900	Communications	162	(677)	162	162	-	634	-	-	-	-	-	-	441	2,267	(1,826)	10,000	9,955	(45)	9,559
5920	TelecomInternet	220	95	95	95	-	-	-	-	-	-	-	-	505	7,655	(7,150)	30,000	30,000	-	29,495
5930	PostageDelivery	504	670	561	561	1,148	1,890	-	-	-	-	-	-	5,334	4,163	1,170	10,000	10,000	-	4,666
5940	Technology	-	4,455	9,256	479	479	479	-	-	-	-	-	-	15,148	19,461	(4,313)	26,934	35,934	9,000	11,786
	SUBTOTAL - Services & Other Operating Exp.	**126,913**	**217,916**	**241,819**	**281,681**	**160,204**	**314,018**	**-**	**-**	**-**	**-**	**-**	**-**	**1,342,551**	**1,401,235**	**(58,684)**	**3,826,100**	**3,873,939**	**47,839**	**2,483,549**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	(0)	-	-	-	-	-	-	-	-	(0)	(0)	(0)	44,000	-	(44,000)	44,000

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
6900	Depreciation	15,578	15,578	15,578	15,578	(33,047)	5,853	-	-	-	-	-	-	35,119	31,157	3,963	90,000	157,379	67,379	54,881
	SUBTOTAL - Capital Outlay & Depreciation	**15,578**	**15,578**	**15,578**	**15,578**	**(33,047)**	**5,853**	**-**	**-**	**-**	**-**	**-**	**-**	**35,119**	**31,157**	**3,963**	**134,000**	**157,379**	**23,379**	**98,881**
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	305	(305)	-	1,259	1,259	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**305**	**(305)**	**-**	**1,259**	**1,259**	**-**
TOTAL EXPENSES		**451,731**	**651,284**	**664,213**	**794,041**	**531,418**	**773,679**	**-**	**-**	**-**	**-**	**-**	**-**	**3,866,366**	**3,944,399**	**(78,033)**	**9,307,706**	**9,297,641**	**(10,065)**	**5,441,340**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	TOTAL
BEGINNING CASH	**2,939,938**	**2,672,529**	**2,098,101**	**1,831,008**	**515,541**	**355,868**	**497,311**	**716,365**	**1,061,954**	**1,291,948**	**1,501,792**	**1,413,043**	**1,622,887**	
Revenue														
LCFF Entitlement	86,630	385,827	321,339	740,903	486,005	486,004	740,087	485,188	692,266	880,877	582,283	880,877	582,895	**7,351,181**
Federal Revenue	11,188	-	-	61,527	18,235	-	53,526	53,526	53,526	53,526	53,526	53,526	13,381	**425,487**
Other State Revenues	14,837	14,837	26,706	67,345	26,706	392,116	129,192	129,192	129,192	129,192	129,192	129,192	32,298	**1,349,996**
Other Local Revenues	-	358	6,747	(35,381)	14,344	7,715	12,555	12,555	12,555	12,555	12,555	12,555	3,139	**72,250**
Total Revenue	**112,655**	**401,022**	**354,792**	**834,394**	**545,290**	**885,835**	**935,359**	**680,460**	**887,538**	**1,076,149**	**777,555**	**1,076,149**	**631,713**	**9,198,913**
Expenses														
Certificated Salaries	198,138	230,542	247,292	273,069	251,514	248,881	242,163	242,163	242,163	242,163	242,163	242,163	60,541	**2,962,955**
Classified Salaries	54,072	52,825	66,202	65,515	61,140	59,481	50,992	50,992	50,992	50,992	50,992	50,992	12,748	**677,936**
Benefits	42,589	89,250	89,968	131,408	70,022	139,341	115,991	115,991	115,991	115,991	115,991	115,991	28,998	**1,287,522**
Books and Supplies	14,441	45,172	3,353	26,790	21,585	6,106	31,392	31,392	31,392	31,392	31,392	31,392	7,848	**313,646**
Services and Operations	126,913	219,213	241,819	281,681	160,204	314,018	395,633	395,633	395,633	395,633	395,633	395,633	98,908	**3,816,552**
Depreciation / Cap Outlay	15,578	15,578	15,578	15,578	(33,047)	5,853	20,196	20,196	20,196	20,196	20,196	20,196	5,049	**161,342**
Other Outflows	-	-	-	-	-	-	153	153	153	153	153	153	38	**954**
Total Expenses	**451,731**	**652,581**	**664,213**	**794,041**	**531,418**	**773,679**	**856,519**	**856,519**	**856,519**	**856,519**	**856,519**	**856,519**	**214,130**	**9,220,905**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	537,448	143,893		434,967	13,462	57,363		531,434	208,761	-	-	-		**1,927,328**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets/Accrual Adj	43,981	(4,347)	-	-	(177,221)	(18,290)	-	-	-	-	-	-		**(155,876)**
Fixed Assets - Depreciation Addback	7,500	7,500	7,500	10,720	10,720	10,720	10,720	10,720	10,720	10,720	10,720	10,720		**118,980**
Fixed Assets - Acquisitions	-	-	-	(1,930,000)			(650,000)							**(2,580,000)**
Due To (From)	(31,910)	(32,936)	33,718	124,148	(24,852)	(24,852)	(24,852)	(24,852)	(24,852)	(24,852)	(24,852)	(24,852)		**(105,799)**
Expenses - Prior Year Accruals	(489,698)	(441,326)		-	-	-	-	-	-	-	-	-		**(931,024)**
Accounts Payable - Current Year			(3,236)				(200,000)	-	-	-	-	-		**(203,236)**
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)			-		-	-	1,000,000	-	-	-	-	-		**1,000,000**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**71,667**	**(322,870)**	**42,328**	**(1,355,819)**	**(173,545)**	**29,287**	**140,214**	**521,648**	**198,975**	**(9,786)**	**(9,786)**	**(9,786)**		**(877,475)**
Total Change in Cash	**(267,410)**	**(574,428)**	**(267,093)**	**(1,315,467)**	**(159,673)**	**141,443**	**219,054**	**345,589**	**229,994**	**209,844**	**(88,750)**	**209,844**		**(899,468)**
ENDING CASH	**2,672,529**	**2,098,101**	**1,831,008**	**515,541**	**355,868**	**497,311**	**716,365**	**1,061,954**	**1,291,948**	**1,501,792**	**1,413,043**	**1,622,887**		<<< = 64 days cash



MSA-2 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($169,179).

This is an decrease of ($238,238) from the original July Budget projected surplus of $69,059.

This will allow MSA-2 to end this fiscal year with a balance of $847,374, 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 $912,250, which represents 60 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = decrease of ($366,098), or -6.2% of July revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are ($161,932) lower than in the July Budget, due to average daily attendance (ADA) decreasing 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 $9,668 higher than in the July Budget.

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 $12,346 higher than in the July Budget.

Other Local Revenues: This category is primarily fundraising revenue, but includes any non-LCFF local revenue sources.

Other Local Revenues are projected at ($175,579) lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = decrease of ($127,860), or -2.2% of July expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are ($1,654) lower than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at $37,360 higher than in the July Budget.

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 ($66,967) lower than in the July Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at ($70,734) lower than in the July Budget, reflecting stable depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Projected Average Daily Attendance:																437	422	(15)	
SUMMARY																			
Revenue																			
LCFF Entitlement	63,407	280,885	232,971	534,134	351,711	351,711	-	-	-	-	-	-	1,814,819	1,817,509	(2,689)	4,981,790	4,819,858	(161,932)	38%
Federal Revenue	-	-	-	56,519	-	-	-	-	-	-	-	-	56,519	110,945	(54,426)	296,037	281,025	(15,013)	20%
Other State Revenues	10,858	10,858	19,547	44,384	19,545	31,564	-	-	-	-	-	-	136,756	155,114	(18,358)	385,771	372,197	(13,574)	37%
Other Local Revenues	-	-	-	40,353	43,055	(26,140)	-	-	-	-	-	-	57,268	38,102	19,166	206,648	31,069	(175,579)	184%
Total Revenue	**74,265**	**291,743**	**252,518**	**675,390**	**414,311**	**357,135**	**-**	**-**	**-**	**-**	**-**	**-**	**2,065,362**	**2,121,669**	**(56,307)**	**5,870,246**	**5,504,148**	**(366,098)**	**38%**
Expenditures																			
Certificated Salaries	138,221	180,290	178,334	188,561	179,819	180,751	-	-	-	-	-	-	1,045,975	1,062,427	(16,451)	2,279,329	2,240,618	(38,711)	47%
Classified Salaries	26,257	32,653	43,550	34,302	37,643	38,429	-	-	-	-	-	-	212,834	251,256	(38,422)	551,004	609,052	58,047	35%
Benefits	30,078	73,242	73,510	77,833	50,505	100,152	-	-	-	-	-	-	405,320	437,365	(32,044)	1,029,296	1,008,305	(20,990)	40%
Books and Supplies	18,882	58,417	15,939	3,113	3,698	8,427	-	-	-	-	-	-	108,477	121,788	(13,311)	189,782	201,276	11,494	54%
Services and Operating Exp.	89,071	112,509	112,705	95,031	42,154	216,963	-	-	-	-	-	-	668,433	684,587	(16,154)	1,611,777	1,544,810	(66,967)	43%
Depreciation & Cap Outlay	10,361	10,361	10,361	10,361	(28,316)	377	-	-	-	-	-	-	13,506	11,444	2,061	140,000	69,266	(70,734)	19%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	**312,870**	**467,473**	**434,399**	**409,200**	**285,503**	**545,100**	**-**	**-**	**-**	**-**	**-**	**-**	**2,454,545**	**2,568,866**	**(114,322)**	**5,801,188**	**5,673,328**	**(127,860)**	**43%**
Net Revenues													**(389,182)**	**(447,197)**	58,015	**69,059**	**(169,179)**	(238,238)	

Fund Balance		
Beginning Balance (Audited)	1,016,553	
Net Revenues	(169,179)	
Ending Fund Balance	**847,374**	
Components of Fund Bal.		
Available For Econ. Uncert.	780,089	13.8% of Expenditures
Restricted Balances (Est.)	19,711	0.3% of Expenditures
Net Fixed Assets	47,574	0.8% of Expenditures
Ending Fund Balance	**847,374**	**14.9% of Expenditures**

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
REVENUE DETAIL	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
LCFF Entitlement																			
8011 State Aid	-	148,427	148,427	267,168	267,168	267,168	-	-	-	-	-	-	1,098,358	1,098,358	-	3,274,680	3,025,871	(248,809)	2,176,322
8012 EPA Entitlement	-	-	-	182,423	-	-	-	-	-	-	-	-	182,423	182,423	-	699,123	720,461	21,338	516,700
8019 Prior Year Adjustments	-	5,644	-	-	-	-	-	-	-	-	-	-	5,644	4,276	1,368	-	-	-	(5,644)
8096 InLieuPropTaxes	63,407	126,814	84,544	84,543	84,543	84,543	-	-	-	-	-	-	528,394	532,452	(4,058)	1,007,987	1,073,526	65,539	479,593
SUBTOTAL - LCFF Entitlement	**63,407**	**280,885**	**232,971**	**534,134**	**351,711**	**351,711**	**-**	**-**	**-**	**-**	**-**	**-**	**1,814,819**	**1,817,509**	**(2,689)**	**4,981,790**	**4,819,858**	**(161,932)**	**3,166,971**
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	13,242	(13,242)	61,381	54,625	(6,756)	61,381
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	56,519	-	-	-	-	-	-	-	-	56,519	97,702	(41,183)	234,656	226,400	(8,257)	178,137
SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**56,519**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**56,519**	**110,945**	**(54,426)**	**296,037**	**281,025**	**(15,013)**	**239,518**
Other State Revenue																			
8311 SpEd Revenue	10,858	10,858	19,545	19,545	19,545	19,545	-	-	-	-	-	-	99,896	112,407	(12,511)	283,641	273,661	(9,980)	183,745
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	12,019	-	-	-	-	-	-	12,019	2,985	9,034	12,312	12,312	-	293
8560 StateLotteryRev	-	-	-	24,839	-	-	-	-	-	-	-	-	24,839	39,721	(14,881)	89,818	86,224	(3,594)	64,979
8590 AllOthStateRev	-	-	2	-	-	-	-	-	-	-	-	-	2	1	0	-	-	-	(2)
SUBTOTAL - Other State Revenue	**10,858**	**10,858**	**19,547**	**44,384**	**19,545**	**31,564**	**-**	**-**	**-**	**-**	**-**	**-**	**136,756**	**155,114**	**(18,358)**	**385,771**	**372,197**	**(13,574)**	**249,015**
Local Revenue																			
8600 Other Local Rev	-	-	-	-	2,500	-	-	-	-	-	-	-	2,500	1,146	1,354	4,834	4,728	(106)	2,334
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	-	-	40,353	40,555	(26,140)	-	-	-	-	-	-	54,768	36,956	17,812	201,814	26,341	(175,473)	147,045
8999 Misc Revenue (Suspense)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Local Revenue	**-**	**-**	**-**	**40,353**	**43,055**	**(26,140)**	**-**	**-**	**-**	**-**	**-**	**-**	**57,268**	**38,102**	**19,166**	**206,648**	**31,069**	**(175,579)**	**149,380**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL REVENUE	**74,265**	**291,743**	**252,518**	**675,390**	**414,311**	**357,135**	**-**	**-**	**-**	**-**	**-**	**-**	**2,065,362**	**2,121,669**	**(56,307)**	**5,870,246**	**5,504,148**	**(366,098)**	**3,804,884**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	78,934	149,886	146,180	157,732	149,165	149,559	-	-	-	-	-	-	831,456	852,156	(20,701)	1,908,969	1,850,358	(58,611)	1,077,513
1300 Cert Adminis	59,287	30,404	32,154	30,829	30,654	31,192	-	-	-	-	-	-	214,520	210,270	4,249	370,360	390,260	19,900	155,840
SUBTOTAL - Certificated Salaries	**138,221**	**180,290**	**178,334**	**188,561**	**179,819**	**180,751**	**-**	**-**	**-**	**-**	**-**	**-**	**1,045,975**	**1,062,427**	**(16,451)**	**2,279,329**	**2,240,618**	**(38,711)**	**1,233,354**

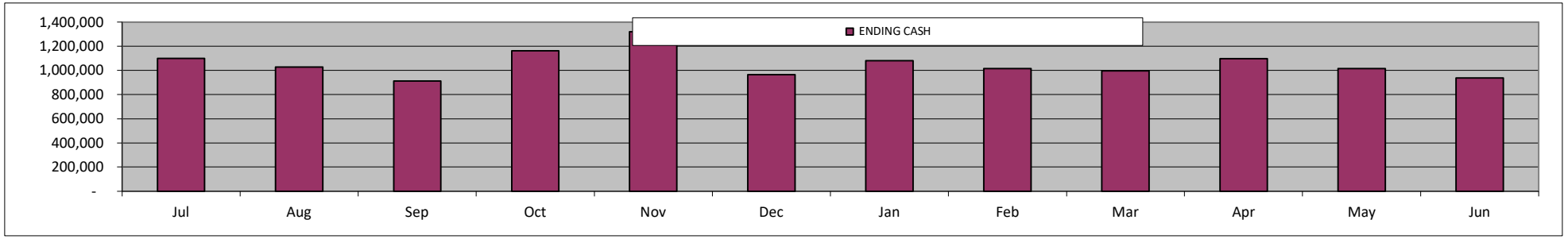
December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 2		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	-	3,675	7,025	3,940	4,810	5,345	-	-	-	-	-	-	24,795	38,947	(14,152)	119,885	114,905	(4,980)	95,090
2200	Classified Support	8,415	9,676	11,698	9,653	9,597	7,986	-	-	-	-	-	-	57,023	70,444	(13,421)	113,390	167,330	53,940	56,367
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	8,245	19,302	24,827	20,709	23,236	25,099	-	-	-	-	-	-	121,418	134,594	(13,176)	317,729	326,817	9,088	196,311
2900	OtherClassStaff	9,597	-	-	-	-	-	-	-	-	-	-	-	9,597	7,271	2,327	-	-	-	(9,597)
	SUBTOTAL - Classified Salaries	**26,257**	**32,653**	**43,550**	**34,302**	**37,643**	**38,429**	**-**	**-**	**-**	**-**	**-**	**-**	**212,834**	**251,256**	**(38,422)**	**551,004**	**609,052**	**58,047**	**338,170**
Employee Benefits																				
3101	STRS-Certified	13,868	30,775	26,824	32,081	29,638	29,841	-	-	-	-	-	-	163,027	167,319	(4,292)	377,595	366,605	(10,990)	214,568
3102	STRS-Classified	-	-	-	109	-	-	-	-	-	-	-	-	109	83	26	-	-	-	(109)
3201	PERS-Cert	-	-	1,033	1,079	1,079	1,079	-	-	-	-	-	-	4,269	1,599	2,669	-	-	-	(4,269)
3202	PERS-Classified	4,308	6,183	8,129	7,161	7,194	7,297	-	-	-	-	-	-	40,273	46,247	(5,974)	110,201	110,201	-	69,928
3301	OASDI/Med-Cert	1,991	2,592	2,578	2,671	2,598	2,611	-	-	-	-	-	-	15,042	11,570	3,472	17,000	17,000	-	1,958
3302	OASDI/Med-Class	2,009	2,498	3,332	2,916	2,880	2,940	-	-	-	-	-	-	16,574	17,844	(1,270)	40,000	40,000	-	23,426
3401	HlthWelfareCert	2,801	28,734	29,305	28,872	2,261	40,875	-	-	-	-	-	-	132,849	174,631	(41,782)	450,000	440,000	(10,000)	317,151
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3501	UI-Certificated	-	760	608	1,242	-	-	-	-	-	-	-	-	2,609	2,583	26	2,500	2,500	-	(109)
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3601	WorkersCmp-Cert	5,102	1,701	1,701	1,701	4,856	15,509	-	-	-	-	-	-	30,570	15,004	15,566	30,000	30,000	-	(570)
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	2,000	2,000	-	2,000
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**30,078**	**73,242**	**73,510**	**77,833**	**50,505**	**100,152**	**-**	**-**	**-**	**-**	**-**	**-**	**405,320**	**437,365**	**(32,044)**	**1,029,296**	**1,008,305**	**(20,990)**	**623,975**
Books & Supplies																				
4100	Text&CoreCurric	7,485	27,679	-	-	-	-	-	-	-	-	-	-	35,164	35,706	(542)	48,000	37,401	(10,599)	12,836
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	727	(727)	3,000	3,000	-	3,000
4310	Ins Mats & Sups	3,505	-	207	61	227	276	-	-	-	-	-	-	4,277	7,508	(3,232)	8,000	19,178	11,178	3,723
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	99	1,832	1,809	2,202	289	1,596	-	-	-	-	-	-	7,827	7,411	417	9,000	12,000	3,000	1,173
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	1,212	(1,212)	5,000	5,000	-	5,000
4340	Educat Software	3,373	1,890	12,087	-	12,025	4,938	-	-	-	-	-	-	34,312	27,424	6,888	57,782	58,907	1,125	23,470
4345	NonInstStdntSup	2,201	-	143	1,540	1,577	95	-	-	-	-	-	-	5,556	6,128	(572)	7,000	13,140	6,140	1,444
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	727	(727)	3,000	3,000	-	3,000
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	261	(261)	-	1,075	1,075	-
4410	ClssrmFrnEqp<5k	-	1,880	-	-	-	-	-	-	-	-	-	-	1,880	3,752	(1,871)	7,000	9,600	2,600	5,120
4430	OffceFurnEqp<5k	741	-	-	-	-	-	-	-	-	-	-	-	741	665	75	3,000	430	(2,570)	2,259
4440	Computers <$5k	763	-	-	-	1,031	-	-	-	-	-	-	-	1,794	7,851	(6,056)	30,000	30,000	-	28,206
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	33	-	-	-	-	-	-	-	33	121	(89)	-	500	500	(33)
4720	Food:Other Food	715	113	901	31	706	279	-	-	-	-	-	-	2,745	3,283	(538)	9,000	8,044	(956)	6,255
4999	Misc Expenditure (Suspense)	-	25,023	792	(720)	(12,190)	1,244	-	-	-	-	-	-	14,149	19,012	(4,863)	-	-	-	(14,149)
	SUBTOTAL - Books and Supplies	**18,882**	**58,417**	**15,939**	**3,113**	**3,698**	**8,427**	**-**	**-**	**-**	**-**	**-**	**-**	**108,477**	**121,788**	**(13,311)**	**189,782**	**201,276**	**11,494**	**81,305**

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5101	CMO Fees	67,601	67,601	67,601	67,601	-	135,202	-	-	-	-	-	-	405,607	393,907	11,700	811,213	779,851	(31,362)	405,606
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	1,212	(1,212)	5,000	5,000	-	5,000
5210	MilesParkTolls	-	-	333	-	-	183	-	-	-	-	-	-	516	1,464	(948)	5,000	5,000	-	4,484
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	5,000	2,000	(3,000)	5,000
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	-	-	1,070	-	-	4,380	-	-	-	-	-	-	5,450	2,265	3,185	6,000	6,000	-	550
5450	Other Insurance	6,523	2,174	2,174	2,174	4,222	6,522	-	-	-	-	-	-	23,789	15,701	8,089	24,000	24,000	-	211
5500	OpsHousekeeping	-	-	3,762	1,387	1,458	3,672	-	-	-	-	-	-	10,279	8,749	1,530	20,000	20,000	-	9,721
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	10,833	10,833	10,833	10,833	10,833	10,833	-	-	-	-	-	-	65,000	64,343	657	145,000	130,000	(15,000)	80,000
5620	EquipmentLeases	1,091	1,091	1,936	1,202	3,554	1,233	-	-	-	-	-	-	10,106	8,878	1,227	20,000	20,000	-	9,894
5630	Reps&MaintBldng	745	5,544	900	1,180	-	-	-	-	-	-	-	-	8,369	11,189	(2,820)	20,000	20,000	-	11,631
5800	ProfessServices	-	6,089	-	-	-	8,542	-	-	-	-	-	-	14,631	13,091	1,540	40,171	34,971	(5,200)	25,540
5810	Legal	-	-	-	45	-	24	-	-	-	-	-	-	68	4,882	(4,814)	20,000	20,000	-	19,932
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	913	-	1,590	-	-	-	-	-	-	2,503	4,873	(2,371)	19,000	17,250	(1,750)	16,497
5819	SchlProgs-Other	-	1,195	1,130	2,907	514	3,115	-	-	-	-	-	-	8,861	14,236	(5,375)	33,000	42,375	9,375	24,139
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	2,424	(2,424)	10,000	10,000	-	10,000
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	2,152	564	2,074	564	-	-	-	-	-	-	5,354	9,997	(4,643)	42,000	32,750	(9,250)	36,646
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	4,640	-	-	-	-	-	-	-	-	-	-	4,640	5,939	(1,299)	10,000	10,000	-	5,360
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	11,152	(11,152)	50,357	46,000	(4,357)	50,357
5857	Payroll Fees	1,248	5,024	1,314	(2,302)	1,314	1,302	-	-	-	-	-	-	7,900	8,124	(224)	17,000	17,000	-	9,100
5860	Service Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	364	(364)	1,500	1,500	-	1,500
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	2,392	348	500	-	-	-	-	-	-	-	3,240	4,500	(1,260)	10,000	10,000	-	6,761
5864	Prof Dev-Other	-	354	69	-	-	8,918	-	-	-	-	-	-	9,341	11,628	(2,287)	59,000	46,643	(12,357)	49,659
5869	SpEd Ctrct Inst	-	-	-	200	-	24,996	-	-	-	-	-	-	25,196	14,261	10,934	75,000	58,204	(16,796)	49,804
5870	Livescan	-	-	75	-	-	-	-	-	-	-	-	-	75	154	(79)	-	400	400	(75)
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	2,046	(2,046)	13,801	8,441	(5,360)	13,801
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	12,838	6,758	16,206	4,905	-	-	-	-	-	-	40,707	45,567	(4,860)	70,000	126,726	56,726	29,293
5890	OthSvcsNon-Inst	-	579	-	-	400	-	-	-	-	-	-	-	979	2,863	(1,884)	21,045	10,000	(11,045)	20,066
5900	Communications	10	2,450	-	-	(10)	-	-	-	-	-	-	-	2,450	2,455	(5)	-	2,440	2,440	(2,450)
5920	TelecomInternet	-	959	1,437	718	479	479	-	-	-	-	-	-	4,072	4,194	(122)	28,000	7,570	(20,430)	23,928
5930	PostageDelivery	1,019	-	-	504	610	504	-	-	-	-	-	-	2,636	2,608	28	6,000	6,000	-	3,364
5940	Technology	-	3,976	2,688	-	-	-	-	-	-	-	-	-	6,664	11,034	(4,370)	24,690	24,690	-	18,026
	SUBTOTAL - Services & Other Operating Exp.	**89,071**	**112,509**	**112,705**	**95,031**	**42,154**	**216,963**	**-**	**-**	**-**	**-**	**-**	**-**	**668,433**	**684,587**	**(16,154)**	**1,611,777**	**1,544,810**	**(66,967)**	**943,344**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	70,000	-	(70,000)	70,000

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
6900	Depreciation	10,361	10,361	10,361	10,361	(28,316)	377	-	-	-	-	-	-	13,506	11,444	2,061	70,000	69,266	(734)	56,495
	SUBTOTAL - Capital Outlay & Depreciation	**10,361**	**10,361**	**10,361**	**10,361**	**(28,316)**	**377**	**-**	**-**	**-**	**-**	**-**	**-**	**13,506**	**11,444**	**2,061**	**140,000**	**69,266**	**(70,734)**	**126,495**
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSES		**312,870**	**467,473**	**434,399**	**409,200**	**285,503**	**545,100**	**-**	**-**	**-**	**-**	**-**	**-**	**2,454,545**	**2,568,866**	**(114,322)**	**5,801,188**	**5,673,328**	**(127,860)**	**3,346,643**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,158,184**	**1,099,714**	**1,026,999**	**912,250**	**1,161,920**	**1,319,492**	**963,370**	**1,080,368**	**1,014,942**	**997,056**	**1,095,656**	**1,016,448**	**937,240**	
Revenue														
LCFF Entitlement	63,407	280,885	232,971	534,134	351,711	351,711	535,479	353,056	400,595	517,081	339,273	339,273	517,594	**4,817,169**
Federal Revenue	-	-	-	56,519	-	-	27,213	27,213	27,213	27,213	27,213	27,213	6,803	**226,599**
Other State Revenues	10,858	10,858	19,547	44,384	19,545	31,564	34,733	34,733	34,733	34,733	34,733	34,733	8,683	**353,840**
Other Local Revenues	-	-	-	40,353	43,055	(26,140)	(1,125)	(1,125)	(1,125)	(1,125)	(1,125)	(1,125)	(281)	**50,235**
Total Revenue	**74,265**	**291,743**	**252,518**	**675,390**	**414,311**	**357,135**	**596,300**	**413,877**	**461,416**	**577,901**	**400,094**	**400,094**	**532,799**	**5,447,842**
Expenses														
Certificated Salaries	138,221	180,290	178,334	188,561	179,819	180,751	188,511	188,511	188,511	188,511	188,511	188,511	47,128	**2,224,167**
Classified Salaries	26,257	32,653	43,550	34,302	37,643	38,429	57,247	57,247	57,247	57,247	57,247	57,247	14,312	**570,629**
Benefits	30,078	73,242	73,510	77,833	50,505	100,152	91,351	91,351	91,351	91,351	91,351	91,351	22,838	**976,261**
Books and Supplies	18,882	58,417	15,939	3,113	3,698	8,427	12,718	12,718	12,718	12,718	12,718	12,718	3,180	**187,965**
Services and Operations	89,071	112,509	112,705	95,031	42,154	216,963	137,636	137,636	137,636	137,636	137,636	137,636	34,409	**1,528,656**
Depreciation / Cap Outlay	10,361	10,361	10,361	10,361	(28,316)	377	9,252	9,252	9,252	9,252	9,252	9,252	2,313	**71,328**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**312,870**	**467,473**	**434,399**	**409,200**	**285,503**	**545,100**	**496,714**	**496,714**	**496,714**	**496,714**	**496,714**	**496,714**	**124,178**	**5,559,006**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	418,580	121,163		(33,932)	11,351	25,125								**542,287**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj						17,131								**17,131**
Fixed Assets - Depreciation Addback	5,833	5,833	5,833	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200		**118,299**
Fixed Assets - Acquisitions														**-**
Due To (From)	(9,193)													**(9,193)**
Expenses - Prior Year Accruals	(235,086)	(23,981)				(227,825)		-	-	-	-	-		**(486,892)**
Accounts Payable - Current Year			55,088					-	-	-	-	-		**55,088**
Summer Holdback for Teachers			6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212		**62,120**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**180,134**	**103,015**	**67,133**	**(16,520)**	**28,763**	**(168,157)**	**17,412**	**17,412**	**17,412**	**17,412**	**17,412**	**17,412**		**298,840**
Total Change in Cash	**(58,470)**	**(72,715)**	**(114,749)**	**249,670**	**157,571**	**(356,122)**	**116,998**	**(65,425)**	**(17,886)**	**98,600**	**(79,208)**	**(79,208)**		**187,676**
ENDING CASH	**1,099,714**	**1,026,999**	**912,250**	**1,161,920**	**1,319,492**	**963,370**	**1,080,368**	**1,014,942**	**997,056**	**1,095,656**	**1,016,448**	**937,240**		<<< = 62 days cash



MSA-3 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($386,279).
This is an decrease of ($452,744) from the original July Budget projected surplus of $66,465.
This will allow MSA-3 to end this fiscal year with a balance of $660,731, which is 10.2% 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 $417,870, which represents 24 days of operating costs on average.
This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of $23,278, or 0.4% of July revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.
LCFF Entitlement projected revenues are $5,974 higher than in the July Budget, due to average daily attendance (ADA) increasing by 4.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.
Federal Revenues are projected at $9,668 higher than in the July Budget.

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 $12,346 higher than in the July Budget.

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 ($4,711) lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $476,022, or 7.9% of July expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.
Salaries and Benefits costs are $98,892 higher than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.
Books & Supplies costs are projected at $37,360 higher than in the July Budget.

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 ($66,967) lower than in the July Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.
These costs are projected at ($60,828) lower than in the July Budget, reflecting stable depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Projected Average Daily Attendance:																480	484	4	
SUMMARY																			
Revenue																			
LCFF Entitlement	73,998	317,675	262,676	605,320	393,885	295,220	-	-	-	-	-	-	1,948,774	1,947,150	1,624	5,299,249	5,305,223	5,974	37%
Federal Revenue	5,640	-	-	44,581	-	-	-	-	-	-	-	-	50,221	50,221	-	251,373	261,041	9,668	19%
Other State Revenues	12,672	12,672	22,810	59,300	22,810	117,085	-	-	-	-	-	-	247,348	236,386	10,963	479,371	491,717	12,346	50%
Other Local Revenues	-	548	-	4,036	3,017	652	-	-	-	-	-	-	8,252	11,089	(2,837)	36,129	31,418	(4,711)	26%
Total Revenue	**92,310**	**330,894**	**285,486**	**713,236**	**419,712**	**412,957**	**-**	**-**	**-**	**-**	**-**	**-**	**2,254,595**	**2,244,845**	**9,750**	**6,066,121**	**6,089,399**	**23,278**	**37%**
Expenditures																			
Certificated Salaries	120,675	170,423	187,305	183,250	183,808	177,864	-	-	-	-	-	-	1,023,324	1,022,868	456	2,209,823	2,151,664	(58,158)	48%
Classified Salaries	55,519	49,542	75,246	73,847	75,369	73,863	-	-	-	-	-	-	403,386	372,798	30,588	616,864	743,562	126,698	54%
Benefits	37,245	72,891	103,601	66,504	59,623	119,237	-	-	-	-	-	-	459,101	471,685	(12,584)	1,039,594	1,069,946	30,352	43%
Books and Supplies	23,012	19,767	26,833	43,468	25,385	418	-	-	-	-	-	-	138,882	151,672	(12,790)	155,103	272,272	117,170	51%
Services and Operating Exp.	119,830	123,760	129,243	362,994	220,726	204,277	-	-	-	-	-	-	1,160,831	1,185,999	(25,169)	1,910,596	2,231,386	320,789	52%
Depreciation & Cap Outlay	5,640	5,640	5,640	5,640	(20,891)	334	-	-	-	-	-	-	2,002	5,243	(3,241)	67,677	4,004	(63,673)	50%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	690	(690)	-	2,845	2,845	0%
Total Expenditures	**361,922**	**442,023**	**527,867**	**735,702**	**544,020**	**575,992**	**-**	**-**	**-**	**-**	**-**	**-**	**3,187,525**	**3,210,955**	**(23,429)**	**5,999,656**	**6,475,678**	**476,022**	**49%**
Net Revenues													**(932,930)**	**(966,109)**	**33,179**	**66,465**	**(386,279)**	**(452,744)**	

Fund Balance		
Beginning Balance (Audited)	1,047,010	
Net Revenues	(386,279)	
Ending Fund Balance	**660,731**	
Components of Fund Bal.		
Available For Econ. Uncert.	609,472	9.4% of Expenditures
Restricted Balances (Est.)	18,400	0.3% of Expenditures
Net Fixed Assets	32,859	0.5% of Expenditures
Ending Fund Balance	**660,731**	**10.2% of Expenditures**

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
REVENUE DETAIL	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
LCFF Entitlement																			
8011 State Aid	-	164,011	164,011	295,220	295,220	295,220	-	-	-	-	-	-	1,213,682	1,213,682	-	3,430,548	3,253,329	(177,219)	2,216,866
8012 EPA Entitlement	-	-	-	211,435	-	-	-	-	-	-	-	-	211,435	211,435	-	762,194	820,647	58,453	550,759
8019 Prior Year Adjustments	-	5,667	-	-	-	-	-	-	-	-	-	-	5,667	4,293	1,374	-	-	-	(5,667)
8096 InLieuPropTaxes	73,998	147,997	98,665	98,665	98,665	-	-	-	-	-	-	-	517,990	517,740	250	1,106,507	1,231,247	124,740	588,517
SUBTOTAL - LCFF Entitlement	**73,998**	**317,675**	**262,676**	**605,320**	**393,885**	**295,220**	**-**	**-**	**-**	**-**	**-**	**-**	**1,948,774**	**1,947,150**	**1,624**	**5,299,249**	**5,305,223**	**5,974**	**3,350,475**
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	61,250	63,750	2,500	61,250
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	5,640	-	-	44,581	-	-	-	-	-	-	-	-	50,221	50,221	-	190,123	197,291	7,168	139,901
SUBTOTAL - Federal Revenue	**5,640**	**-**	**-**	**44,581**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**50,221**	**50,221**	**-**	**251,373**	**261,041**	**9,668**	**201,151**
Other State Revenue																			
8311 SpEd Revenue	12,672	12,672	22,810	22,810	22,810	22,810	-	-	-	-	-	-	116,584	116,626	(42)	257,250	259,318	2,068	140,666
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	14,490	-	-	-	-	-	-	14,490	3,270	11,220	13,490	13,490	-	(1,000)
8560 StateLotteryRev	-	-	-	25,166	-	-	-	-	-	-	-	-	25,166	25,166	-	95,397	96,163	766	70,231
8590 AllOthStateRev	-	-	-	11,323	-	79,785	-	-	-	-	-	-	91,108	91,323	(215)	113,234	122,746	9,512	22,126
SUBTOTAL - Other State Revenue	**12,672**	**12,672**	**22,810**	**59,300**	**22,810**	**117,085**	**-**	**-**	**-**	**-**	**-**	**-**	**247,348**	**236,386**	**10,963**	**479,371**	**491,717**	**12,346**	**232,023**
Local Revenue																			
8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	-	-	3,839	3,214	652	-	-	-	-	-	-	7,704	10,525	(2,820)	36,129	31,418	(4,711)	28,425
8999 Misc Revenue (Suspense)	-	548	-	197	(197)	-	-	-	-	-	-	-	548	564	(17)	-	-	-	(548)
SUBTOTAL - Local Revenue	**-**	**548**	**-**	**4,036**	**3,017**	**652**	**-**	**-**	**-**	**-**	**-**	**-**	**8,252**	**11,089**	**(2,837)**	**36,129**	**31,418**	**(4,711)**	**27,877**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL REVENUE	**92,310**	**330,894**	**285,486**	**713,236**	**419,712**	**412,957**	**-**	**-**	**-**	**-**	**-**	**-**	**2,254,595**	**2,244,845**	**9,750**	**6,066,121**	**6,089,399**	**23,278**	**3,811,526**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	70,324	141,507	145,035	146,074	146,932	141,638	-	-	-	-	-	-	791,509	795,986	(4,476)	1,854,887	1,711,752	(143,134)	1,063,377
1300 Cert Adminis	50,351	28,916	42,270	37,176	36,876	36,226	-	-	-	-	-	-	231,815	226,882	4,933	354,936	439,912	84,976	123,121
SUBTOTAL - Certificated Salaries	**120,675**	**170,423**	**187,305**	**183,250**	**183,808**	**177,864**	**-**	**-**	**-**	**-**	**-**	**-**	**1,023,324**	**1,022,868**	**456**	**2,209,823**	**2,151,664**	**(58,158)**	**1,186,498**

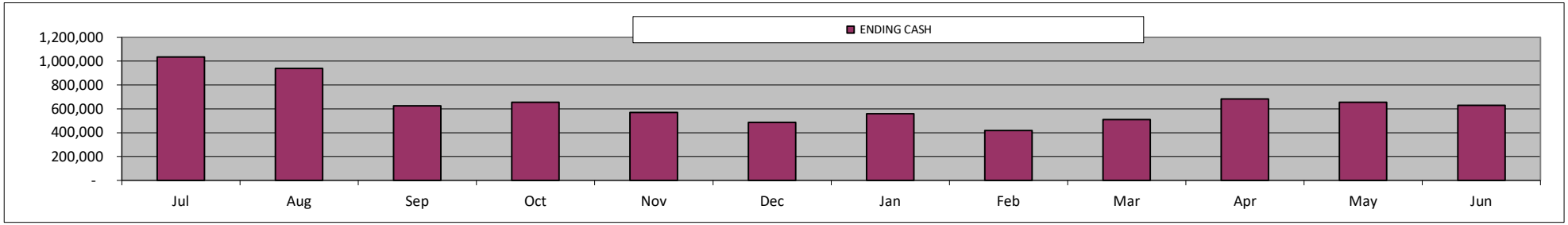
December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 3		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	-	20,629	30,640	75,120	33,382	32,871	-	-	-	-	-	-	192,642	223,049	(30,407)	-	525,110	525,110	(192,642)
2200	Classified Support	-	3,387	16,652	19,478	25,350	23,325	-	-	-	-	-	-	88,191	40,637	47,554	-	44,140	44,140	(88,191)
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	22,515	22,836	21,264	16,633	16,637	16,993	-	-	-	-	-	-	116,878	105,324	11,554	174,311	174,311	-	57,434
2900	OtherClassStaff	33,004	2,691	6,689	(37,384)	-	675	-	-	-	-	-	-	5,675	3,788	1,887	442,552	-	(442,552)	436,877
	SUBTOTAL - Classified Salaries	**55,519**	**49,542**	**75,246**	**73,847**	**75,369**	**73,863**	**-**	**-**	**-**	**-**	**-**	**-**	**403,386**	**372,798**	**30,588**	**616,864**	**743,562**	**126,698**	**213,478**
Employee Benefits																				
3101	STRS-Certified	14,699	28,284	28,201	32,019	29,317	28,265	-	-	-	-	-	-	160,785	185,576	(24,791)	364,450	442,992	78,541	203,665
3102	STRS-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3201	PERS-Cert	-	555	1,222	1,222	1,222	1,222	-	-	-	-	-	-	5,444	2,272	3,172	-	-	-	(5,444)
3202	PERS-Classified	10,704	8,654	12,272	11,403	11,683	11,365	-	-	-	-	-	-	66,081	65,905	175	127,691	137,381	9,690	61,610
3301	OASDI/Med-Cert	1,748	2,642	3,093	3,038	3,079	2,961	-	-	-	-	-	-	16,560	15,534	1,026	30,904	31,204	300	14,344
3302	OASDI/Med-Class	4,234	3,778	5,740	5,633	5,746	5,631	-	-	-	-	-	-	30,761	26,552	4,209	47,190	48,950	1,760	16,430
3401	HlthWelfareCert	-	26,555	51,119	11,235	3,899	60,340	-	-	-	-	-	-	153,148	160,106	(6,958)	420,000	382,596	(37,404)	266,852
3402	HlthWelfareCert	-	-	-	-	-	7,500	-	-	-	-	-	-	7,500	-	7,500	-	-	-	(7,500)
3501	UI-Certificated	-	469	-	-	1,817	-	-	-	-	-	-	-	2,286	682	1,604	1,346	1,346	-	(940)
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	18	(18)	76	76	-	76
3601	WorkersCmp-Cert	5,861	1,954	1,954	1,954	2,859	1,954	-	-	-	-	-	-	16,536	15,039	1,497	17,937	25,402	7,465	1,401
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	0	-	-	-	-	-	-	-	-	-	-	0	0	0	-	-	-	(0)
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30,000	-	(30,000)	30,000
	SUBTOTAL - Employee Benefits	**37,245**	**72,891**	**103,601**	**66,504**	**59,623**	**119,237**	**-**	**-**	**-**	**-**	**-**	**-**	**459,101**	**471,685**	**(12,584)**	**1,039,594**	**1,069,946**	**30,352**	**580,493**
Books & Supplies																				
4100	Text&CoreCurric	-	7,773	22,582	14,544	-	-	-	-	-	-	-	-	44,898	51,226	(6,328)	30,000	71,000	41,000	(14,898)
4200	BooksOthRefMats	-	238	681	-	-	-	-	-	-	-	-	-	919	1,666	(747)	4,000	4,000	-	3,081
4310	Ins Mats & Sups	-	-	-	(109)	9,993	(270)	-	-	-	-	-	-	9,614	16,999	(7,385)	27,083	70,462	43,380	17,469
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	185	(185)	-	761	761	-
4320	Office Supplies	55	68	1,533	387	8	614	-	-	-	-	-	-	2,664	4,941	(2,277)	11,000	14,000	3,000	8,336
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	121	(121)	500	500	-	500
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	364	(364)	1,500	1,500	-	1,500
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	2,000	2,000	-	2,000
4340	Educat Software	-	3,738	2,205	8,266	12,900	-	-	-	-	-	-	-	27,109	23,876	3,233	48,060	54,085	6,025	20,951
4345	NonInstStdntSup	-	7,950	-	-	-	54	-	-	-	-	-	-	8,004	9,172	(1,168)	7,000	12,991	5,991	(1,004)
4346	TeacherSupplies	-	-	-	-	2	20	-	-	-	-	-	-	22	242	(221)	1,000	1,000	-	978
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	73	(73)	300	300	-	300
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	121	(121)	500	500	-	500
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	1,968	(1,968)	8,120	8,120	-	8,120
4440	Computers <$5k	-	-	-	-	-	-	-	-	-	-	-	-	-	4,786	(4,786)	7,400	19,740	12,340	7,400
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	-	-	-	-	-	-	-	-	-	-	-	-	2,742	(2,742)	6,640	11,312	4,672	6,640
4999	Misc Expenditure (Suspense)	22,957	-	(167)	20,380	2,482	-	-	-	-	-	-	-	45,652	32,705	12,948	-	-	-	(45,652)
	SUBTOTAL - Books and Supplies	**23,012**	**19,767**	**26,833**	**43,468**	**25,385**	**418**	**-**	**-**	**-**	**-**	**-**	**-**	**138,882**	**151,672**	**(12,790)**	**155,103**	**272,272**	**117,170**	**16,220**

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5101	CMO Fees	74,594	74,594	74,594	-	149,189	69,651	-	-	-	-	-	-	442,622	439,793	2,829	895,132	860,526	(34,606)	452,510
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-	-	-	-	544	(544)	2,244	2,244	-	2,244
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	364	(364)	1,500	1,500	-	1,500
5300	DuesMemberships	-	-	-	1,000	144	3,660	-	-	-	-	-	-	4,804	2,891	1,913	10,300	8,800	(1,500)	5,496
5450	Other Insurance	6,228	2,076	2,076	2,076	4,961	2,076	-	-	-	-	-	-	19,493	16,178	3,316	27,808	27,808	-	8,315
5500	OpsHousekeeping	-	-	-	(197)	-	-	-	-	-	-	-	-	(197)	372	(569)	5,150	2,150	(3,000)	5,347
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	21,250	21,250	21,250	265,757	33,411	33,410	-	-	-	-	-	-	396,327	390,113	6,214	255,000	499,507	244,507	(141,327)
5620	EquipmentLeases	613	744	2,185	613	2,372	2,491	-	-	-	-	-	-	9,016	7,042	1,974	16,068	16,068	-	7,052
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	-	-	-	727	(727)	3,000	3,000	-	3,000
5800	ProfessServices	-	13,718	-	3,625	-	3,625	-	-	-	-	-	-	20,968	30,258	(9,290)	70,619	70,619	-	49,651
5810	Legal	-	-	-	65,184	(24,295)	6,968	-	-	-	-	-	-	47,856	64,817	(16,961)	50,000	63,673	13,673	2,144
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	(0)	0	113,234	(0)	(113,234)	113,234
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-	1,212	(1,212)	5,000	5,000	-	5,000
5819	SchlProgs-Other	-	548	7,292	-	1,500	6,882	-	-	-	-	-	-	16,221	17,443	(1,222)	35,305	47,455	12,150	19,083
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	2,500	(2,500)	10,313	10,313	-	10,313
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	3,284	945	893	1,013	-	-	-	-	-	-	6,135	8,761	(2,626)	34,987	22,922	(12,065)	28,852
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	1,588	931	1,300	-	2,300	-	-	-	-	-	-	6,119	5,317	802	10,000	10,000	-	3,881
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	12,965	(12,965)	53,481	53,481	-	53,481
5857	Payroll Fees	10,288	1,493	1,623	(7,052)	1,582	1,610	-	-	-	-	-	-	9,545	11,046	(1,501)	25,714	25,714	-	16,169
5860	Service Fees	-	-	-	-	50	-	-	-	-	-	-	-	50	125	(75)	515	515	-	465
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	4,000	765	-	5,248	-	-	-	-	-	-	-	-	10,013	17,740	(7,727)	6,500	41,888	35,388	(3,513)
5864	Prof Dev-Other	-	-	-	-	-	12,000	-	-	-	-	-	-	12,000	4,870	7,130	19,928	20,088	160	7,928
5869	SpEd Ctrct Inst	-	-	5,294	-	-	(13,500)	-	-	-	-	-	-	(8,206)	5,294	(13,500)	98,800	135,182	36,382	107,006
5870	Livescan	-	-	63	-	-	-	-	-	-	-	-	-	63	169	(106)	-	500	500	(63)
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	3,088	(3,088)	12,740	12,740	-	12,740
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	75	(75)	309	309	-	309
5884	Substitutes	-	-	3,047	21,351	47,152	67,565	-	-	-	-	-	-	139,115	104,398	34,717	55,378	197,408	142,030	(83,737)
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	3,246	(3,246)	13,390	13,390	-	13,390
5900	Communications	(0)	-	-	-	-	299	-	-	-	-	-	-	299	2,270	(1,971)	9,962	9,362	(600)	9,663
5920	TelecomInternet	2,354	2,530	2,528	2,667	2,693	2,685	-	-	-	-	-	-	15,457	16,362	(906)	36,000	36,000	-	20,543
5930	PostageDelivery	504	-	503	-	596	987	-	-	-	-	-	-	2,589	2,434	156	6,896	6,896	-	4,306
5940	Technology	-	4,455	4,573	479	479	556	-	-	-	-	-	-	10,542	13,585	(3,044)	25,325	26,329	1,004	14,783
	SUBTOTAL - Services & Other Operating Exp.	**119,830**	**123,760**	**129,243**	**362,994**	**220,726**	**204,277**	**-**	**-**	**-**	**-**	**-**	**-**	**1,160,831**	**1,185,999**	**(25,169)**	**1,910,596**	**2,231,386**	**320,789**	**749,766**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
6900	Depreciation	5,640	5,640	5,640	5,640	(20,891)	334	-	-	-	-	-	-	2,002	5,243	(3,241)	67,677	4,004	(63,673)	65,675
	SUBTOTAL - Capital Outlay & Depreciation	**5,640**	**5,640**	**5,640**	**5,640**	**(20,891)**	**334**	**-**	**-**	**-**	**-**	**-**	**-**	**2,002**	**5,243**	**(3,241)**	**67,677**	**4,004**	**(63,673)**	**65,675**
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	690	(690)	-	2,845	2,845	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**690**	**(690)**	**-**	**2,845**	**2,845**	**-**
TOTAL EXPENSES		**361,922**	**442,023**	**527,867**	**735,702**	**544,020**	**575,992**	**-**	**-**	**-**	**-**	**-**	**-**	**3,187,525**	**3,210,955**	**(23,429)**	**5,999,656**	**6,475,678**	**476,022**	**2,812,131**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**991,716**	**1,035,866**	**940,272**	**625,401**	**654,165**	**568,691**	**486,379**	**557,842**	**417,870**	**510,355**	**682,811**	**656,379**	**629,946**	
Revenue														
LCFF Entitlement	73,998	317,675	262,676	605,320	393,885	295,220	505,968	294,533	526,990	606,961	408,072	408,072	607,476	**5,306,847**
Federal Revenue	5,640	-	-	44,581	-	-	33,731	33,731	33,731	33,731	33,731	33,731	8,433	**261,041**
Other State Revenues	12,672	12,672	22,810	59,300	22,810	117,085	40,853	40,853	40,853	40,853	40,853	40,853	10,213	**502,680**
Other Local Revenues	-	548	-	4,036	3,017	652	3,253	3,253	3,253	3,253	3,253	3,253	813	**28,581**
Total Revenue	**92,310**	**330,894**	**285,486**	**713,236**	**419,712**	**412,957**	**583,805**	**372,370**	**604,827**	**684,798**	**485,909**	**485,909**	**626,935**	**6,099,149**
Expenses														
Certificated Salaries	120,675	170,423	187,305	183,250	183,808	177,864	180,607	180,607	180,607	180,607	180,607	180,607	45,152	**2,152,121**
Classified Salaries	55,519	49,542	75,246	73,847	75,369	73,863	59,322	59,322	59,322	59,322	59,322	59,322	14,831	**774,149**
Benefits	37,245	72,891	103,601	66,504	59,623	119,237	95,722	95,722	95,722	95,722	95,722	95,722	23,930	**1,057,362**
Books and Supplies	23,012	19,767	26,833	43,468	25,385	418	19,296	19,296	19,296	19,296	19,296	19,296	4,824	**259,483**
Services and Operations	119,830	123,760	129,243	362,994	220,726	204,277	167,262	167,262	167,262	167,262	167,262	167,262	41,815	**2,206,217**
Depreciation / Cap Outlay	5,640	5,640	5,640	5,640	(20,891)	334	-	-	-	-	-	-	(1,240)	**762**
Other Outflows	-	-	-	-	-	-	345	345	345	345	345	345	86	**2,155**
Total Expenses	**361,922**	**442,023**	**527,867**	**735,702**	**544,020**	**575,992**	**522,554**	**522,554**	**522,554**	**522,554**	**522,554**	**522,554**	**129,399**	**6,452,249**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	510,165	129,041			11,368	42,835								**693,408**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj														**-**
Fixed Assets - Depreciation Addback	5,640	5,640	5,640	5,414	5,414	5,414	5,414	5,414	5,414	5,414	5,414	5,414		**65,646**
Fixed Assets - Acquisitions														**-**
Due To (From)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Expenses - Prior Year Accruals	(202,043)	(119,146)	(97,896)	41,017	17,254	27,676			-	-	-	-		**(333,138)**
Accounts Payable - Current Year			14,969						-	-	-	-		**14,969**
Summer Holdback for Teachers			4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798	4,798		**47,980**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**313,761**	**15,535**	**(72,489)**	**51,229**	**38,834**	**80,723**	**10,212**	**10,212**	**10,212**	**10,212**	**10,212**	**10,212**		**488,866**
Total Change in Cash	**44,150**	**(95,594)**	**(314,870)**	**28,764**	**(85,474)**	**(82,312)**	**71,463**	**(139,972)**	**92,485**	**172,456**	**(26,433)**	**(26,433)**		**135,766**
ENDING CASH	**1,035,866**	**940,272**	**625,401**	**654,165**	**568,691**	**486,379**	**557,842**	**417,870**	**510,355**	**682,811**	**656,379**	**629,946**		<<< = 36 days cash



MSA-4 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($681,108).

This is an decrease of ($705,098) from the original July Budget projected surplus of $23,989.

This will allow MSA-4 to end this fiscal year with a balance of $641,621, which is 27.2% 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 $890,959, which represents 139 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = decrease of ($531,725), or -24.1% of July revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are ($376,559) lower than in the July Budget, due to average daily attendance (ADA) decreasing by 32.66.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at $9,668 higher than in the July Budget.

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 $12,346 higher than in the July Budget.

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 ($102,648) lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $173,373, or 7.9% of July expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $22,929 higher than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at $37,360 higher than in the July Budget.

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 ($66,967) lower than in the July Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at ($16,977) lower than in the July Budget, reflecting stable depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
MSA 4	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Projected Average Daily Attendance:																158	125	(33)	
SUMMARY																			
Revenue																			
LCFF Entitlement	24,673	106,647	90,198	209,446	136,036	103,139	-	-	-	-	-	-	670,139	680,645	(10,506)	1,836,399	1,459,840	(376,559)	46%
Federal Revenue	1,966	3,978	2,642	24,534	2,642	-	-	-	-	-	-	-	35,763	46,030	(10,267)	108,918	86,371	(22,547)	41%
Other State Revenues	5,765	11,517	7,681	21,256	7,681	11,102	-	-	-	-	-	-	65,001	63,515	1,486	147,538	117,567	(29,971)	55%
Other Local Revenues	(23,540)	-	-	24,711	-	5,415	-	-	-	-	-	-	6,586	3,600	2,986	113,837	11,189	(102,648)	59%
Total Revenue	**8,864**	**122,142**	**100,521**	**279,948**	**146,359**	**119,656**	**-**	**-**	**-**	**-**	**-**	**-**	**777,489**	**793,789**	**(16,300)**	**2,206,692**	**1,674,967**	**(531,725)**	**46%**
Expenditures																			
Certificated Salaries	32,099	74,665	81,110	75,037	79,152	77,471	-	-	-	-	-	-	419,534	421,803	(2,269)	903,472	918,338	14,865	46%
Classified Salaries	4,663	12,095	18,777	18,118	18,363	18,099	-	-	-	-	-	-	90,116	83,087	7,029	129,093	175,067	45,974	51%
Benefits	7,669	17,652	30,319	46,005	20,731	31,702	-	-	-	-	-	-	154,078	165,730	(11,652)	403,907	365,997	(37,910)	42%
Books and Supplies	13	6,025	1,107	2,981	3,304	2,591	-	-	-	-	-	-	16,021	27,425	(11,404)	70,662	81,483	10,821	20%
Services and Operating Exp.	7,456	35,198	30,994	239,401	55,792	53,502	-	-	-	-	-	-	422,345	434,215	(11,871)	656,258	812,857	156,599	52%
Depreciation & Cap Outlay	-	-	-	-	-	5,375	-	-	-	-	-	-	5,375	566	4,809	19,312	2,335	(16,977)	230%
Other Outflows	1,546	3,099	2,065	2,065	2,065	-	-	-	-	-	-	-	10,839	6,647	4,192	-	-	-	-
Total Expenditures	**53,448**	**148,733**	**164,373**	**383,607**	**179,407**	**188,740**	**-**	**-**	**-**	**-**	**-**	**-**	**1,118,308**	**1,139,473**	**(21,166)**	**2,182,703**	**2,356,076**	**173,373**	**47%**
Net Revenues													**(340,819)**	**(345,684)**	4,866	**23,989**	**(681,108)**	(705,098)	

Fund Balance		
Beginning Balance (Audited)	1,322,729	
Net Revenues	(681,108)	
Ending Fund Balance	**641,621**	
Components of Fund Bal.		
Available For Econ. Uncert.	605,290	25.7% of Expenditures
Restricted Balances (Est.)	15,621	0.7% of Expenditures
Net Fixed Assets	20,709	0.9% of Expenditures
Ending Fund Balance	**641,621**	**27.2% of Expenditures**

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
MSA 4	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
REVENUE DETAIL	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
LCFF Entitlement																			
8011 State Aid	-	57,300	57,300	103,139	103,139	103,139	-	-	-	-	-	-	424,017	424,017	-	1,210,872	919,693	(291,179)	786,855
8012 EPA Entitlement	-	-	-	73,409	-	-	-	-	-	-	-	-	73,409	73,409	-	261,270	221,295	(39,975)	187,861
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 InLieuPropTaxes	24,673	49,347	32,898	32,898	32,897	-	-	-	-	-	-	-	172,713	183,219	(10,506)	364,257	318,852	(45,405)	191,544
SUBTOTAL - LCFF Entitlement	**24,673**	**106,647**	**90,198**	**209,446**	**136,036**	**103,139**	**-**	**-**	**-**	**-**	**-**	**-**	**670,139**	**680,645**	**(10,506)**	**1,836,399**	**1,459,840**	**(376,559)**	**1,166,260**
Federal Revenue																			
8181 SpEd - Revenue	1,966	3,978	2,642	2,642	2,642	-	-	-	-	-	-	-	13,871	15,220	(1,348)	34,918	27,690	(7,228)	21,047
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	21,892	-	-	-	-	-	-	-	-	21,892	30,811	(8,919)	74,000	58,681	(15,319)	52,108
SUBTOTAL - Federal Revenue	**1,966**	**3,978**	**2,642**	**24,534**	**2,642**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**35,763**	**46,030**	**(10,267)**	**108,918**	**86,371**	**(22,547)**	**73,155**
Other State Revenue																			
8311 SpEd Revenue	5,765	11,517	7,681	16,242	7,681	-	-	-	-	-	-	-	48,885	51,127	(2,242)	103,578	82,136	(21,442)	54,693
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	6,440	-	-	-	-	-	-	6,440	1,676	4,764	6,912	6,912	-	472
8560 StateLotteryRev	-	-	-	5,014	-	4,662	-	-	-	-	-	-	9,676	10,712	(1,036)	37,048	28,519	(8,529)	27,372
8590 AllOthStateRev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other State Revenue	**5,765**	**11,517**	**7,681**	**21,256**	**7,681**	**11,102**	**-**	**-**	**-**	**-**	**-**	**-**	**65,001**	**63,515**	**1,486**	**147,538**	**117,567**	**(29,971)**	**82,537**
Local Revenue																			
8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	-	-	1,171	-	5,415	-	-	-	-	-	-	6,586	3,600	2,986	113,837	11,189	(102,648)	107,251
8999 Misc Revenue (Suspense)	(23,540)	-	-	23,540	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Local Revenue	**(23,540)**	**-**	**-**	**24,711**	**-**	**5,415**	**-**	**-**	**-**	**-**	**-**	**-**	**6,586**	**3,600**	**2,986**	**113,837**	**11,189**	**(102,648)**	**107,251**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL REVENUE	**8,864**	**122,142**	**100,521**	**279,948**	**146,359**	**119,656**	**-**	**-**	**-**	**-**	**-**	**-**	**777,489**	**793,789**	**(16,300)**	**2,206,692**	**1,674,967**	**(531,725)**	**1,429,203**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	16,000	59,537	64,032	59,778	63,426	62,043	-	-	-	-	-	-	324,815	326,740	(1,925)	709,978	724,844	14,865	385,163
1300 Cert Adminis	16,099	15,128	17,078	15,260	15,726	15,428	-	-	-	-	-	-	94,719	95,063	(344)	193,494	193,494	-	98,775
SUBTOTAL - Certificated Salaries	**32,099**	**74,665**	**81,110**	**75,037**	**79,152**	**77,471**	**-**	**-**	**-**	**-**	**-**	**-**	**419,534**	**421,803**	**(2,269)**	**903,472**	**918,338**	**14,865**	**483,938**

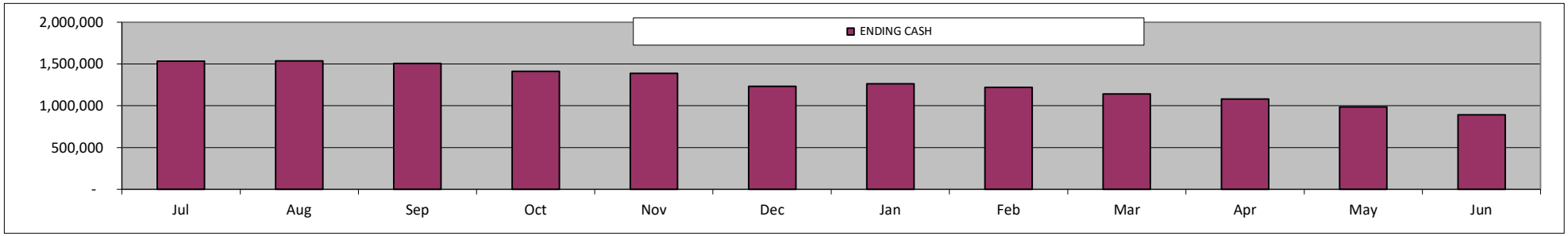
December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 4		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	-	3,421	10,103	22,536	13,831	13,567	-	-	-	-	-	-	63,459	50,415	13,043	-	95,275	95,275	(63,459)
2200	Classified Support	-	-	-	-	-	-	-	-	-	-	-	-	-	7,030	(7,030)	-	29,000	29,000	-
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	4,663	4,310	4,310	4,310	4,532	4,532	-	-	-	-	-	-	26,657	25,642	1,016	77,704	50,792	(26,912)	51,047
2900	OtherClassStaff	-	4,364	4,364	(8,728)	-	-	-	-	-	-	-	-	-	-	-	51,389	-	(51,389)	51,389
	SUBTOTAL - Classified Salaries	**4,663**	**12,095**	**18,777**	**18,118**	**18,363**	**18,099**	**-**	**-**	**-**	**-**	**-**	**-**	**90,116**	**83,087**	**7,029**	**129,093**	**175,067**	**45,974**	**38,977**
Employee Benefits																				
3101	STRS-Certified	3,565	12,186	12,835	12,779	13,847	14,514	-	-	-	-	-	-	69,726	68,546	1,180	153,487	153,487	-	83,761
3102	STRS-Classified	-	746	1,355	1,630	1,384	1,492	-	-	-	-	-	-	6,608	2,827	3,781	-	-	-	(6,608)
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	884	1,490	1,865	1,818	1,279	1,654	-	-	-	-	-	-	8,989	11,167	(2,177)	26,722	27,134	412	17,733
3301	OASDI/Med-Cert	465	1,080	1,170	1,379	1,536	1,284	-	-	-	-	-	-	6,915	7,238	(323)	17,059	17,059	-	10,145
3302	OASDI/Med-Class	357	925	1,436	1,386	1,271	1,385	-	-	-	-	-	-	6,760	5,542	1,218	9,876	10,036	160	3,115
3401	HlthWelfareCert	-	276	10,844	25,344	217	10,560	-	-	-	-	-	-	47,241	63,503	(16,262)	168,000	148,000	(20,000)	120,759
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3501	UI-Certificated	-	134	-	854	-	-	-	-	-	-	-	-	988	857	131	449	449	-	(539)
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	16	(16)	65	65	-	65
3601	WorkersCmp-Cert	2,398	814	814	814	1,197	814	-	-	-	-	-	-	6,851	6,035	816	8,750	9,768	1,018	1,899
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19,500	-	(19,500)	19,500
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**7,669**	**17,652**	**30,319**	**46,005**	**20,731**	**31,702**	**-**	**-**	**-**	**-**	**-**	**-**	**154,078**	**165,730**	**(11,652)**	**403,907**	**365,997**	**(37,910)**	**249,829**
Books & Supplies																				
4100	Text&CoreCurric	-	4,272	-	-	-	-	-	-	-	-	-	-	4,272	4,480	(207)	-	5,128	5,128	(4,272)
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	1,371	-	196	-	(280)	-	-	-	-	-	-	1,287	7,570	(6,283)	10,744	26,331	15,586	9,458
4315	OthrSupplies	-	270	-	-	-	-	-	-	-	-	-	-	270	270	-	-	270	270	(270)
4320	Office Supplies	13	112	-	965	267	506	-	-	-	-	-	-	1,863	5,917	(4,054)	11,000	21,000	10,000	9,137
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	747	1,820	1,125	-	-	-	-	-	-	-	3,692	4,993	(1,301)	35,793	12,574	(23,218)	32,101
4345	NonInstStdntSup	-	-	-	-	-	569	-	-	-	-	-	-	569	242	327	-	1,000	1,000	(569)
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	620	(620)	-	2,559	2,559	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410	ClssrmFrnEqp<5k	-	-	-	-	-	1,796	-	-	-	-	-	-	1,796	436	1,359	-	1,800	1,800	(1,796)
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4440	Computers <$5k	-	-	-	-	-	-	-	-	-	-	-	-	-	2,139	(2,139)	11,125	8,822	(2,303)	11,125
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	-	360	-	-	-	-	-	-	-	-	-	360	758	(398)	2,000	2,000	-	1,640
4999	Misc Expenditure (Suspense)	-	-	-	-	1,912	-	-	-	-	-	-	-	1,912	-	1,912	-	-	-	(1,912)
	SUBTOTAL - Books and Supplies	**13**	**6,025**	**1,107**	**2,981**	**3,304**	**2,591**	**-**	**-**	**-**	**-**	**-**	**-**	**16,021**	**27,425**	**(11,404)**	**70,662**	**81,483**	**10,821**	**54,641**

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 4		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5101	CMO Fees	5,595	5,595	5,595	-	11,189	1,382	-	-	-	-	-	-	29,355	21,842	7,513	67,135	37,648	(29,487)	37,780
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	606	(606)	2,500	2,500	-	2,500
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	-	1,070	-	762	-	2,755	-	-	-	-	-	-	4,587	2,600	1,987	5,000	5,000	-	413
5450	Other Insurance	2,442	799	799	799	1,250	799	-	-	-	-	-	-	6,888	6,328	560	12,000	10,982	(1,018)	5,112
5500	OpsHousekeeping	-	-	-	(197)	-	-	-	-	-	-	-	-	(197)	45	(242)	800	800	-	997
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	-	-	1,923	219,663	27,356	26,041	-	-	-	-	-	-	274,984	254,866	20,118	133,000	358,862	225,862	(141,984)
5620	EquipmentLeases	-	377	423	1,240	754	932	-	-	-	-	-	-	3,727	6,911	(3,185)	22,134	22,134	-	18,407
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	-	-	-	1,697	(1,697)	7,000	7,000	-	7,000
5800	ProfessServices	-	11,083	-	700	700	700	-	-	-	-	-	-	13,183	18,971	(5,788)	56,329	41,435	(14,894)	43,146
5810	Legal	-	-	-	172	-	(646)	-	-	-	-	-	-	(474)	3,766	(4,240)	15,000	15,000	-	15,474
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	242	(242)	1,000	1,000	-	1,000
5814	SchPrgAcadComps	-	-	-	325	-	-	-	-	-	-	-	-	325	1,458	(1,133)	5,000	5,000	-	4,675
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	-	-	-	-	-	1,793	(1,793)	7,397	7,397	-	7,397
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	2,630	(2,630)	10,850	10,850	-	10,850
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	586	-	-	-	-	-	-	586	1,169	(583)	5,000	4,822	(178)	4,414
5836	FieldTrip Trans	-	6,827	6,827	6,827	6,827	6,827	-	-	-	-	-	-	34,133	32,208	1,924	63,860	68,860	5,000	29,728
5840	MarkngStdtRecrt	-	-	6,420	-	-	-	-	-	-	-	-	-	6,420	6,851	(432)	10,000	8,200	(1,800)	3,580
5850	Oversight Fees	1,075	2,151	1,434	1,434	1,434	-	-	-	-	-	-	-	7,528	9,332	(1,804)	19,449	19,449	-	11,921
5857	Payroll Fees	(2,015)	756	2,960	3,522	782	782	-	-	-	-	-	-	6,789	6,392	396	10,044	10,044	-	3,255
5860	Service Fees	-	93	78	-	-	-	-	-	-	-	-	-	171	262	(91)	546	546	-	375
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	650	25	198	-	-	-	-	-	-	-	-	873	1,761	(889)	4,539	4,539	-	3,666
5864	Prof Dev-Other	-	-	-	-	-	(2,000)	-	-	-	-	-	-	(2,000)	2,986	(4,986)	8,132	12,317	4,184	10,132
5869	SpEd Ctrct Inst	-	-	-	-	-	11,335	-	-	-	-	-	-	11,335	9,055	2,280	77,523	37,352	(40,171)	66,188
5870	Livescan	-	-	149	133	-	-	-	-	-	-	-	-	282	299	(17)	-	351	351	(282)
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	6,715	(6,715)	27,699	27,699	-	27,699
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	521	3,180	4,845	3,349	-	-	-	-	-	-	11,895	11,217	678	34,705	34,705	-	22,810
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	1,698	(1,698)	7,004	7,004	-	7,004
5900	Communications	359	1,548	1,553	370	382	386	-	-	-	-	-	-	4,598	3,980	617	4,450	4,450	-	(148)
5920	TelecomInternet	-	-	-	-	-	-	-	-	-	-	-	-	-	5,127	(5,127)	11,150	21,150	10,000	11,150
5930	PostageDelivery	-	-	405	-	-	-	-	-	-	-	-	-	405	965	(559)	2,713	2,713	-	2,308
5940	Technology	-	4,250	1,884	274	274	274	-	-	-	-	-	-	6,955	10,442	(3,487)	24,300	23,050	(1,250)	17,345
	SUBTOTAL - Services & Other Operating Exp.	**7,456**	**35,198**	**30,994**	**239,401**	**55,792**	**53,502**	**-**	**-**	**-**	**-**	**-**	**-**	**422,345**	**434,215**	**(11,871)**	**656,258**	**812,857**	**156,599**	**233,913**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 4		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
6900	Depreciation	-	-	-	-	-	5,375	-	-	-	-	-	-	5,375	566	4,809	19,312	2,335	(16,977)	13,937
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**-**	**-**	**5,375**	**-**	**-**	**-**	**-**	**-**	**-**	**5,375**	**566**	**4,809**	**19,312**	**2,335**	**(16,977)**	**13,937**
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	1,546	3,099	2,065	2,065	2,065	-	-	-	-	-	-	-	10,839	6,647	4,192	-	-	-	(10,839)
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**1,546**	**3,099**	**2,065**	**2,065**	**2,065**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**10,839**	**6,647**	**4,192**	**-**	**-**	**-**	**(10,839)**
TOTAL EXPENSES		**53,448**	**148,733**	**164,373**	**383,607**	**179,407**	**188,740**	**-**	**-**	**-**	**-**	**-**	**-**	**1,118,308**	**1,139,473**	**(21,166)**	**2,182,703**	**2,356,076**	**173,373**	**1,064,395**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-4	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,475,263**	**1,535,063**	**1,538,333**	**1,506,314**	**1,412,401**	**1,389,099**	**1,233,810**	**1,263,467**	**1,219,714**	**1,139,745**	**1,081,642**	**986,300**	**890,959**	
Revenue														
LCFF Entitlement	24,673	106,647	90,198	209,446	136,036	103,139	198,249	124,840	88,623	110,490	73,251	73,251	110,490	**1,449,334**
Federal Revenue	1,966	3,978	2,642	24,534	2,642	-	6,455	6,455	6,455	6,455	6,455	6,455	1,614	**76,104**
Other State Revenues	5,765	11,517	7,681	21,256	7,681	11,102	8,648	8,648	8,648	8,648	8,648	8,648	2,162	**119,053**
Other Local Revenues	(23,540)	-	-	24,711	-	5,415	1,214	1,214	1,214	1,214	1,214	1,214	304	**14,176**
Total Revenue	**8,864**	**122,142**	**100,521**	**279,948**	**146,359**	**119,656**	**214,567**	**141,158**	**104,940**	**126,807**	**89,569**	**89,569**	**114,569**	**1,658,667**
Expenses														
Certificated Salaries	32,099	74,665	81,110	75,037	79,152	77,471	79,446	79,446	79,446	79,446	79,446	79,446	19,861	**916,069**
Classified Salaries	4,663	12,095	18,777	18,118	18,363	18,099	14,717	14,717	14,717	14,717	14,717	14,717	3,679	**182,096**
Benefits	7,669	17,652	30,319	46,005	20,731	31,702	32,043	32,043	32,043	32,043	32,043	32,043	8,011	**354,345**
Books and Supplies	13	6,025	1,107	2,981	3,304	2,591	8,649	8,649	8,649	8,649	8,649	8,649	2,162	**70,079**
Services and Operations	7,456	35,198	30,994	239,401	55,792	53,502	60,583	60,583	60,583	60,583	60,583	60,583	15,146	**800,986**
Depreciation / Cap Outlay	-	-	-	-	-	5,375	283	283	283	283	283	283	71	**7,144**
Other Outflows	1,546	3,099	2,065	2,065	2,065	-	(1,064)	(1,064)	(1,064)	(1,064)	(1,064)	(1,064)	(266)	**4,192**
Total Expenses	**53,448**	**148,733**	**164,373**	**383,607**	**179,407**	**188,740**	**194,656**	**194,656**	**194,656**	**194,656**	**194,656**	**194,656**	**48,664**	**2,334,910**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	131,416	43,246				87,049								**261,711**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj														**-**
Fixed Assets - Depreciation Addback			1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545		**15,449**
Fixed Assets - Acquisitions														**-**
Due To (From)	42,808	-	-	6,015	6,015	6,015	6,015	6,015	6,015	6,015	6,015	6,015		**96,947**
Expenses - Prior Year Accruals	(69,840)	(13,384)				(183,001)								**(266,225)**
Accounts Payable - Current Year			28,102											**28,102**
Summer Holdback for Teachers	-	-	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186	2,186		**21,860**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**104,384**	**29,861**	**31,833**	**9,746**	**9,746**	**(86,205)**	**9,746**	**9,746**	**9,746**	**9,746**	**9,746**	**9,746**		**157,844**
Total Change in Cash	**59,800**	**3,270**	**(32,019)**	**(93,913)**	**(23,302)**	**(155,289)**	**29,657**	**(43,752)**	**(79,970)**	**(58,103)**	**(95,341)**	**(95,341)**		**(518,399)**
ENDING CASH	**1,535,063**	**1,538,333**	**1,506,314**	**1,412,401**	**1,389,099**	**1,233,810**	**1,263,467**	**1,219,714**	**1,139,745**	**1,081,642**	**986,300**	**890,959**		<<< = 139 days cash



MSA-5 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($28,799).

This is an decrease of ($135,372) from the original July Budget projected surplus of $106,573.

This will allow MSA-5 to end this fiscal year with a balance of $1,753,208, which is 49.8% 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 $631,564, which represents 67 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of $355,176, or 11.3% of July revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $379,930 higher than in the July Budget, due to average daily attendance (ADA) increasing by 34.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at $9,668 higher than in the July Budget.

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 $12,346 higher than in the July Budget.

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 ($70,669) lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $490,547, or 16.2% of July expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $47,876 higher than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at $37,360 higher than in the July Budget.

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 ($66,967) lower than in the July Budget.

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 July Budget, reflecting stable depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
MSA 5	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Projected Average Daily Attendance:																235	269	34	
SUMMARY																			
Revenue																			
LCFF Entitlement	35,397	153,189	127,040	329,376	190,917	143,720	-	-	-	-	-	-	979,639	993,017	(13,378)	2,698,012	3,077,942	379,930	32%
Federal Revenue	-	-	-	31,776	2,136	-	-	-	-	-	-	-	33,912	52,631	(18,719)	152,432	172,830	20,398	20%
Other State Revenues	6,061	6,061	10,910	25,080	10,910	37,641	-	-	-	-	-	-	96,663	88,373	8,290	213,252	238,769	25,517	40%
Other Local Revenues	-	-	-	618	690	2,671	-	-	-	-	-	-	3,979	758	3,221	71,867	1,198	(70,669)	332%
Total Revenue	**41,458**	**159,250**	**137,950**	**386,850**	**204,653**	**184,033**	**-**	**-**	**-**	**-**	**-**	**-**	**1,114,193**	**1,134,779**	**(20,586)**	**3,135,562**	**3,490,738**	**355,176**	**32%**
Expenditures																			
Certificated Salaries	61,809	101,017	163,679	51,202	108,425	108,388	-	-	-	-	-	-	594,520	605,053	(10,533)	1,245,798	1,346,638	100,841	44%
Classified Salaries	19,485	26,031	43,145	13,355	27,955	19,667	-	-	-	-	-	-	149,637	149,002	635	294,956	295,835	879	51%
Benefits	16,170	40,760	70,173	20,243	30,511	82,124	-	-	-	-	-	-	259,980	245,635	14,345	606,632	552,788	(53,844)	47%
Books and Supplies	6,431	280	27,386	8,473	24,632	5,709	-	-	-	-	-	-	72,910	88,477	(15,566)	165,607	231,937	66,329	31%
Services and Operating Exp.	34,766	35,433	49,707	92,685	61,583	98,553	-	-	-	-	-	-	372,727	421,601	(48,874)	698,418	1,074,760	376,342	35%
Depreciation & Cap Outlay	1,465	1,465	1,465	1,465	4,037	1,979	-	-	-	-	-	-	11,876	8,701	3,175	17,579	17,579	-	68%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	**140,125**	**204,985**	**355,556**	**187,423**	**257,142**	**316,420**	**-**	**-**	**-**	**-**	**-**	**-**	**1,461,650**	**1,518,468**	**(56,818)**	**3,028,990**	**3,519,537**	**490,547**	**42%**
Net Revenues													**(347,457)**	**(383,689)**	36,232	**106,573**	**(28,799)**	(135,372)	

Fund Balance		
Beginning Balance (Audited)	1,782,007	
Net Revenues	(28,799)	
Ending Fund Balance	**1,753,208**	
Components of Fund Bal.		
Available For Econ. Uncert.	1,671,675	47.5% of Expenditures
Restricted Balances (Est.)	31,820	0.9% of Expenditures
Net Fixed Assets	49,713	1.4% of Expenditures
Ending Fund Balance	**1,753,208**	**49.8% of Expenditures**

DELTA MANAGED S

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
MSA 5	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
REVENUE DETAIL	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
LCFF Entitlement																			
8011 State Aid	-	79,844	79,844	181,256	143,720	143,720	-	-	-	-	-	-	628,384	630,944	(2,560)	2,110,495	2,339,833	229,338	1,482,111
8012 EPA Entitlement	-	-	-	100,924	-	-	-	-	-	-	-	-	100,924	100,924	-	46,916	53,800	6,884	(54,008)
8019 Prior Year Adjustments	-	2,550	-	-	-	-	-	-	-	-	-	-	2,550	1,932	618	-	-	-	(2,550)
8096 InLieuPropTaxes	35,397	70,795	47,196	47,196	47,197	-	-	-	-	-	-	-	247,781	259,217	(11,436)	540,601	684,309	143,708	292,820
SUBTOTAL - LCFF Entitlement	**35,397**	**153,189**	**127,040**	**329,376**	**190,917**	**143,720**	**-**	**-**	**-**	**-**	**-**	**-**	**979,639**	**993,017**	**(13,378)**	**2,698,012**	**3,077,942**	**379,930**	**1,718,373**
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	7,515	(7,515)	28,750	31,000	2,250	28,750
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	31,776	2,136	-	-	-	-	-	-	-	33,912	45,116	(11,204)	123,682	141,830	18,148	89,770
SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**31,776**	**2,136**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**33,912**	**52,631**	**(18,719)**	**152,432**	**172,830**	**20,398**	**118,520**
Other State Revenue																			
8311 SpEd Revenue	6,061	6,061	10,910	10,910	10,910	10,910	-	-	-	-	-	-	55,762	59,420	(3,658)	121,249	139,040	17,791	65,487
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	5,957	-	-	-	-	-	-	5,957	978	4,979	4,034	4,034	-	(1,923)
8560 StateLotteryRev	-	-	-	11,221	-	-	-	-	-	-	-	-	11,221	17,180	(5,959)	52,654	60,380	7,726	41,433
8590 AllOthStateRev	-	-	-	2,948	-	20,774	-	-	-	-	-	-	23,723	10,795	12,928	35,315	35,315	-	11,593
SUBTOTAL - Other State Revenue	**6,061**	**6,061**	**10,910**	**25,080**	**10,910**	**37,641**	**-**	**-**	**-**	**-**	**-**	**-**	**96,663**	**88,373**	**8,290**	**213,252**	**238,769**	**25,517**	**116,589**
Local Revenue																			
8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	-	-	618	690	985	-	-	-	-	-	-	2,293	758	1,534	71,867	1,198	(70,669)	69,574
8999 Misc Revenue (Suspense)	-	-	-	0	-	1,686	-	-	-	-	-	-	1,686	0	1,686	-	-	-	(1,686)
SUBTOTAL - Local Revenue	**-**	**-**	**-**	**618**	**690**	**2,671**	**-**	**-**	**-**	**-**	**-**	**-**	**3,979**	**758**	**3,221**	**71,867**	**1,198**	**(70,669)**	**67,888**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL REVENUE	**41,458**	**159,250**	**137,950**	**386,850**	**204,653**	**184,033**	**-**	**-**	**-**	**-**	**-**	**-**	**1,114,193**	**1,134,779**	**(20,586)**	**3,135,562**	**3,490,738**	**355,176**	**2,021,369**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	34,752	84,773	137,363	43,080	90,581	91,544	-	-	-	-	-	-	482,093	496,888	(14,795)	1,045,366	1,143,393	98,028	563,272
1300 Cert Adminis	27,057	16,244	26,316	8,122	17,844	16,844	-	-	-	-	-	-	112,427	108,165	4,262	200,432	203,245	2,813	88,005
SUBTOTAL - Certificated Salaries	**61,809**	**101,017**	**163,679**	**51,202**	**108,425**	**108,388**	**-**	**-**	**-**	**-**	**-**	**-**	**594,520**	**605,053**	**(10,533)**	**1,245,798**	**1,346,638**	**100,841**	**651,277**

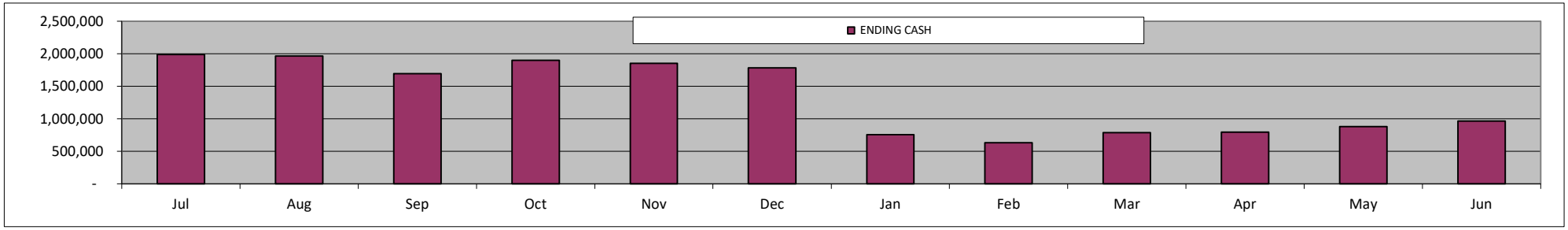
December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	-	5,232	12,658	26,350	14,024	5,728	-	-	-	-	-	-	63,991	77,786	(13,795)	-	182,618	182,618	(63,991)
2200	Classified Support	-	6,546	9,819	(13,092)	-	-	-	-	-	-	-	-	3,273	2,480	793	-	-	-	(3,273)
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	13,495	13,488	20,668	6,852	13,931	13,939	-	-	-	-	-	-	82,373	68,736	13,637	136,129	113,217	(22,912)	53,756
2900	OtherClassStaff	5,989	765	-	(6,755)	(0)	-	-	-	-	-	-	-	(0)	-	(0)	158,827	-	(158,827)	158,827
	SUBTOTAL - Classified Salaries	**19,485**	**26,031**	**43,145**	**13,355**	**27,955**	**19,667**	**-**	**-**	**-**	**-**	**-**	**-**	**149,637**	**149,002**	**635**	**294,956**	**295,835**	**879**	**145,319**
Employee Benefits																				
3101	STRS-Certified	6,450	17,140	25,806	10,022	18,042	18,461	-	-	-	-	-	-	95,921	96,177	(256)	208,465	211,049	2,584	112,544
3102	STRS-Classified	-	-	-	-	-	644	-	-	-	-	-	-	644	-	644	-	-	-	(644)
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	3,803	5,123	8,451	2,631	4,601	3,912	-	-	-	-	-	-	28,522	30,059	(1,537)	61,056	61,468	412	32,534
3301	OASDI/Med-Cert	896	1,462	2,370	741	1,570	1,569	-	-	-	-	-	-	8,609	9,599	(990)	22,503	22,503	-	13,893
3302	OASDI/Med-Class	1,491	1,991	3,301	1,022	2,139	2,189	-	-	-	-	-	-	12,132	11,421	710	22,564	22,724	160	10,433
3401	HlthWelfareCert	1,172	13,888	29,316	4,786	298	36,241	-	-	-	-	-	-	85,701	90,405	(4,704)	249,287	219,287	(30,000)	163,586
3402	HlthWelfareCert	-	-	-	-	-	6,000	-	-	-	-	-	-	6,000	-	6,000	-	-	-	(6,000)
3501	UI-Certificated	-	369	143	256	-	(120)	-	-	-	-	-	-	648	746	(98)	678	678	-	30
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	19	(19)	79	79	-	79
3601	WorkersCmp-Cert	2,358	786	786	786	3,861	13,226	-	-	-	-	-	-	21,803	7,209	14,594	15,000	15,000	-	(6,803)
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	27,000	-	(27,000)	27,000
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**16,170**	**40,760**	**70,173**	**20,243**	**30,511**	**82,124**	**-**	**-**	**-**	**-**	**-**	**-**	**259,980**	**245,635**	**14,345**	**606,632**	**552,788**	**(53,844)**	**346,652**
Books & Supplies																				
4100	Text&CoreCurric	-	-	21,635	1,956	894	-	-	-	-	-	-	-	24,486	31,691	(7,205)	25,000	57,000	32,000	514
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	727	(727)	3,000	3,000	-	3,000
4310	Ins Mats & Sups	-	-	-	-	-	1,041	-	-	-	-	-	-	1,041	6,097	(5,056)	9,942	25,149	15,207	8,901
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	290	(290)	1,198	1,198	-	1,198
4320	Office Supplies	58	280	-	1,468	646	8	-	-	-	-	-	-	2,460	4,132	(1,672)	10,000	11,400	1,400	7,540
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	2,743	-	3,830	1,080	9,200	3,463	-	-	-	-	-	-	20,315	13,970	6,345	21,138	33,713	12,575	823
4345	NonInstStdntSup	-	-	-	-	-	1,197	-	-	-	-	-	-	1,197	1,381	(184)	2,000	5,697	3,697	803
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	242	(242)	1,000	1,000	-	1,000
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	322	(322)	1,329	1,329	-	1,329
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	2,000	2,000	-	2,000
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	242	(242)	1,000	1,000	-	1,000
4440	Computers <$5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	3,968	11,794	-	-	-	-	-	-	-	15,762	23,612	(7,850)	85,000	85,000	-	69,238
4720	Food:Other Food	-	-	-	-	-	-	-	-	-	-	-	-	-	1,079	(1,079)	3,000	4,450	1,450	3,000
4999	Misc Expenditure (Suspense)	3,630	-	1,921	-	2,098	-	-	-	-	-	-	-	7,649	4,205	3,444	-	-	-	(7,649)
	SUBTOTAL - Books and Supplies	**6,431**	**280**	**27,386**	**8,473**	**24,632**	**5,709**	**-**	**-**	**-**	**-**	**-**	**-**	**72,910**	**88,477**	**(15,566)**	**165,607**	**231,937**	**66,329**	**92,697**

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5101	CMO Fees	13,986	13,986	13,986	-	27,973	51,476	-	-	-	-	-	-	121,408	136,093	(14,685)	167,837	430,263	262,426	46,429
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	2,000	2,000	-	2,000
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-	-	-	-	107	(107)	-	443	443	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	242	(242)	1,000	1,000	-	1,000
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	-	-	-	-	-	-	-	-	-	-	-	-	-	1,212	(1,212)	5,000	5,000	-	5,000
5450	Other Insurance	1,809	603	603	603	2,962	1,809	-	-	-	-	-	-	8,389	5,165	3,224	10,000	10,000	-	1,611
5500	OpsHousekeeping	-	-	-	-	-	-	-	-	-	-	-	-	-	145	(145)	600	600	-	600
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	15,345	15,732	15,345	79,416	15,345	15,345	-	-	-	-	-	-	156,528	155,598	930	186,446	248,597	62,151	29,918
5620	EquipmentLeases	435	323	837	562	1,132	681	-	-	-	-	-	-	3,970	4,058	(88)	10,000	10,000	-	6,030
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5800	ProfessServices	1,377	1,987	571	-	700	12,109	-	-	-	-	-	-	16,743	9,838	6,905	28,287	28,287	-	11,544
5810	Legal	-	-	-	49	-	-	-	-	-	-	-	-	49	1,155	(1,106)	5,000	4,613	(388)	4,951
5813	SchPrgAftSchool	-	-	9,590	3,324	3,197	3,197	-	-	-	-	-	-	19,308	18,345	963	35,315	35,315	-	16,008
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	2,000	2,000	-	2,000
5819	SchlProgs-Other	-	-	-	60	90	-	-	-	-	-	-	-	150	955	(805)	3,600	3,750	150	3,450
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	2,020	(2,020)	8,334	8,334	-	8,334
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	760	770	-	-	-	-	-	-	1,530	2,521	(991)	5,000	10,400	5,400	3,470
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	-	-	-	-	-	-	-	-	-	2,182	(2,182)	2,000	9,000	7,000	2,000
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	6,318	(6,318)	26,063	26,063	-	26,063
5857	Payroll Fees	1,056	979	979	1,002	1,025	1,049	-	-	-	-	-	-	6,088	5,475	613	10,038	10,038	-	3,950
5860	Service Fees	0	109	-	-	-	-	-	-	-	-	-	-	109	567	(459)	2,000	2,000	-	1,891
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	2,424	(2,424)	10,000	10,000	-	10,000
5863	Prof Developmnt	-	-	-	1,033	125	748	-	-	-	-	-	-	1,906	4,041	(2,136)	9,723	13,443	3,720	7,818
5864	Prof Dev-Other	-	-	-	-	277	379	-	-	-	-	-	-	656	2,818	(2,162)	-	11,625	11,625	(656)
5869	SpEd Ctrct Inst	-	-	-	700	1,553	4,331	-	-	-	-	-	-	6,584	9,924	(3,341)	45,000	38,750	(6,250)	38,416
5870	Livescan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	1,455	(1,455)	6,000	6,000	-	6,000
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	4,855	5,019	5,013	5,466	-	-	-	-	-	-	20,353	19,602	751	25,000	50,000	25,000	4,647
5890	OthSvcsNon-Inst	-	500	-	-	132	-	-	-	-	-	-	-	632	1,561	(928)	4,875	4,875	-	4,243
5900	Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	7,273	(7,273)	30,000	30,000	-	30,000
5920	TelecomInternet	534	538	536	613	624	619	-	-	-	-	-	-	3,463	7,825	(4,362)	30,000	25,340	(4,660)	26,537
5930	PostageDelivery	224	403	48	31	403	302	-	-	-	-	-	-	1,409	1,261	148	3,000	3,000	-	1,591
5940	Technology	-	274	2,357	274	274	274	-	-	-	-	-	-	3,452	10,449	(6,997)	24,300	34,025	9,725	20,848
	SUBTOTAL - Services & Other Operating Exp.	**34,766**	**35,433**	**49,707**	**92,685**	**61,583**	**98,553**	**-**	**-**	**-**	**-**	**-**	**-**	**372,727**	**421,601**	**(48,874)**	**698,418**	**1,074,760**	**376,342**	**325,691**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
6900	Depreciation	1,465	1,465	1,465	1,465	4,037	1,979	-	-	-	-	-	-	11,876	8,701	3,175	17,579	17,579	-	5,704
	SUBTOTAL - Capital Outlay & Depreciation	**1,465**	**1,465**	**1,465**	**1,465**	**4,037**	**1,979**	**-**	**-**	**-**	**-**	**-**	**-**	**11,876**	**8,701**	**3,175**	**17,579**	**17,579**	**-**	**5,704**
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSES		**140,125**	**204,985**	**355,556**	**187,423**	**257,142**	**316,420**	**-**	**-**	**-**	**-**	**-**	**-**	**1,461,650**	**1,518,468**	**(56,818)**	**3,028,990**	**3,519,537**	**490,547**	**1,567,340**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-5	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,987,156**	**1,987,034**	**1,965,699**	**1,694,727**	**1,900,054**	**1,853,466**	**1,783,069**	**757,779**	**631,564**	**785,825**	**795,213**	**878,625**	**962,037**	
Revenue														
LCFF Entitlement	35,397	153,189	127,040	329,376	190,917	143,720	245,615	144,691	425,166	280,293	354,317	354,317	280,525	**3,064,564**
Federal Revenue	-	-	-	31,776	2,136	-	19,232	19,232	19,232	19,232	19,232	19,232	4,808	**154,111**
Other State Revenues	6,061	6,061	10,910	25,080	10,910	37,641	24,063	24,063	24,063	24,063	24,063	24,063	6,016	**247,059**
Other Local Revenues	-	-	-	618	690	2,671	70	70	70	70	70	70	18	**4,418**
Total Revenue	**41,458**	**159,250**	**137,950**	**386,850**	**204,653**	**184,033**	**288,980**	**188,056**	**468,531**	**323,659**	**397,683**	**397,683**	**291,366**	3,470,152
Expenses														
Certificated Salaries	61,809	101,017	163,679	51,202	108,425	108,388	118,654	118,654	118,654	118,654	118,654	118,654	29,663	**1,336,106**
Classified Salaries	19,485	26,031	43,145	13,355	27,955	19,667	23,493	23,493	23,493	23,493	23,493	23,493	5,873	**296,470**
Benefits	16,170	40,760	70,173	20,243	30,511	82,124	49,144	49,144	49,144	49,144	49,144	49,144	12,286	**567,133**
Books and Supplies	6,431	280	27,386	8,473	24,632	5,709	22,954	22,954	22,954	22,954	22,954	22,954	5,738	**216,370**
Services and Operations	34,766	35,433	49,707	92,685	61,583	98,553	104,505	104,505	104,505	104,505	104,505	104,505	26,126	**1,025,885**
Depreciation / Cap Outlay	1,465	1,465	1,465	1,465	4,037	1,979	1,421	1,421	1,421	1,421	1,421	1,421	355	**20,754**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**140,125**	**204,985**	**355,556**	**187,423**	**257,142**	**316,420**	**320,171**	**320,171**	**320,171**	**320,171**	**320,171**	**320,171**	**80,043**	3,462,718
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	237,427	81,429												**318,856**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj														**-**
Fixed Assets - Depreciation Addback	1,465	1,465	1,467	1,406	1,406	1,406	1,406	1,406	1,406	1,406	1,406	1,406		**17,054**
Fixed Assets - Acquisitions														**-**
Due To (From)	(33,614)													**(33,614)**
Expenses - Prior Year Accruals	(106,733)	(58,494)	(59,327)			56,090								**(168,464)**
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		**44,940**
Loans Payable (Current)			-		-	-	(1,000,000)	-	-	-	-			**########**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**98,545**	**24,400**	**(53,366)**	**5,900**	**5,900**	**61,991**	**(994,100)**	**5,900**	**5,900**	**5,900**	**5,900**	**5,900**		(821,228)
Total Change in Cash	**(122)**	**(21,335)**	**(270,972)**	**205,327**	**(46,589)**	**(70,397)**	**(1,025,290)**	**(126,214)**	**154,261**	**9,388**	**83,412**	**83,412**		(813,795)
ENDING CASH	**1,987,034**	**1,965,699**	**1,694,727**	**1,900,054**	**1,853,466**	**1,783,069**	**757,779**	**631,564**	**785,825**	**795,213**	**878,625**	**962,037**		<<< = 101 days cash



MSA-6 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($176,933).

This is an decrease of ($224,880) from the original July Budget projected surplus of $47,947.

This will allow MSA-6 to end this fiscal year with a balance of $1,637,356, which is 88.3% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is $1,615,589, which represents 323 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = decrease of ($320,730), or -16.1% of July revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are ($230,088) lower than in the July Budget, due to average daily attendance (ADA) decreasing by 25.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at $9,668 higher than in the July Budget.

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 $12,346 higher than in the July Budget.

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 ($73,381) lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = decrease of ($95,850), or -4.9% of July expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are ($109,221) lower than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at $37,360 higher than in the July Budget.

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 ($66,967) lower than in the July Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at ($4,016) lower than in the July Budget, reflecting updated depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
MSA 6	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Projected Average Daily Attendance:																156	131	(25)	
SUMMARY																			
Revenue																			
LCFF Entitlement	22,756	95,475	75,946	174,297	112,426	82,085	-	-	-	-	-	-	562,985	581,114	(18,129)	1,602,764	1,372,676	(230,088)	41%
Federal Revenue	2,337	3,669	2,437	20,603	6,037	-	-	-	-	-	-	-	35,083	45,373	(10,290)	104,655	96,395	(8,260)	36%
Other State Revenues	5,317	10,622	7,084	25,171	7,084	2,514	-	-	-	-	-	-	57,791	83,790	(25,999)	204,032	195,031	(9,001)	30%
Other Local Revenues	-	1,948	-	-	-	21,375	-	-	-	-	-	-	23,323	4,699	18,624	86,677	13,296	(73,381)	175%
Total Revenue	**30,410**	**111,714**	**85,467**	**220,071**	**125,547**	**105,974**	**-**	**-**	**-**	**-**	**-**	**-**	**679,182**	**714,976**	**(35,794)**	**1,998,128**	**1,677,398**	**(320,730)**	**40%**
Expenditures																			
Certificated Salaries	51,104	54,048	62,752	56,060	56,608	56,578	-	-	-	-	-	-	337,150	341,475	(4,325)	764,896	708,695	(56,201)	48%
Classified Salaries	11,897	12,433	15,644	15,169	13,982	13,148	-	-	-	-	-	-	82,274	78,629	3,645	155,622	152,021	(3,601)	54%
Benefits	10,055	21,316	29,023	24,208	15,826	31,373	-	-	-	-	-	-	131,802	142,384	(10,582)	372,372	322,952	(49,419)	41%
Books and Supplies	4,817	30,429	4,340	10,480	13,983	1,393	-	-	-	-	-	-	65,442	67,043	(1,601)	87,500	120,096	32,597	54%
Services and Operating Exp.	9,854	25,234	46,616	28,662	54,142	34,641	-	-	-	-	-	-	199,150	213,637	(14,488)	551,568	536,358	(15,210)	37%
Depreciation & Cap Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	3,444	(3,444)	18,224	14,208	(4,016)	0%
Other Outflows	1,426	2,858	1,904	1,904	1,904	-	-	-	-	-	-	-	9,997	6,131	3,866	-	-	-	-
Total Expenditures	**89,154**	**146,318**	**160,280**	**136,484**	**156,446**	**137,133**	**-**	**-**	**-**	**-**	**-**	**-**	**825,815**	**852,744**	**(26,929)**	**1,950,181**	**1,854,331**	**(95,850)**	**45%**
Net Revenues													**(146,633)**	**(137,767)**	(8,865)	**47,947**	**(176,933)**	(224,880)	

Fund Balance		
Beginning Balance (Audited)	1,814,289	
Net Revenues	(176,933)	
Ending Fund Balance	**1,637,356**	
Components of Fund Bal.		
Available For Econ. Uncert.	1,574,814	84.9% of Expenditures
Restricted Balances (Est.)	40,071	2.2% of Expenditures
Net Fixed Assets	22,471	1.2% of Expenditures
Ending Fund Balance	**1,637,356**	**88.3% of Expenditures**

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
MSA 6	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
REVENUE DETAIL	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
LCFF Entitlement																			
8011 State Aid	-	45,603	45,603	82,085	82,085	82,085	-	-	-	-	-	-	337,461	337,461	-	1,009,523	828,072	(181,451)	672,062
8012 EPA Entitlement	-	-	-	61,870	-	-	-	-	-	-	-	-	61,870	61,870	-	234,884	211,353	(23,531)	173,014
8019 Prior Year Adjustments	-	4,360	-	-	-	-	-	-	-	-	-	-	4,360	3,303	1,057	-	-	-	(4,360)
8096 InLieuPropTaxes	22,756	45,512	30,343	30,342	30,341	-	-	-	-	-	-	-	159,294	178,480	(19,186)	358,357	333,251	(25,106)	199,063
SUBTOTAL - LCFF Entitlement	**22,756**	**95,475**	**75,946**	**174,297**	**112,426**	**82,085**	**-**	**-**	**-**	**-**	**-**	**-**	**562,985**	**581,114**	**(18,129)**	**1,602,764**	**1,372,676**	**(230,088)**	**1,039,779**
Federal Revenue																			
8181 SpEd - Revenue	1,814	3,669	2,437	2,437	2,437	-	-	-	-	-	-	-	12,793	15,792	(2,998)	29,760	32,777	3,017	16,967
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	523	-	-	18,166	3,600	-	-	-	-	-	-	-	22,289	29,581	(7,292)	74,895	63,618	(11,277)	52,605
SUBTOTAL - Federal Revenue	**2,337**	**3,669**	**2,437**	**20,603**	**6,037**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**35,083**	**45,373**	**(10,290)**	**104,655**	**96,395**	**(8,260)**	**69,572**
Other State Revenue																			
8311 SpEd Revenue	5,317	10,622	7,084	16,346	7,084	-	-	-	-	-	-	-	46,453	50,099	(3,646)	88,277	83,631	(4,646)	41,824
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	2,514	-	-	-	-	-	-	2,514	633	1,881	2,613	2,613	-	99
8560 StateLotteryRev	-	-	-	8,825	-	-	-	-	-	-	-	-	8,825	12,331	(3,506)	27,643	23,288	(4,355)	18,818
8590 AllOthStateRev	-	-	-	-	-	-	-	-	-	-	-	-	-	20,727	(20,727)	85,500	85,500	-	85,500
SUBTOTAL - Other State Revenue	**5,317**	**10,622**	**7,084**	**25,171**	**7,084**	**2,514**	**-**	**-**	**-**	**-**	**-**	**-**	**57,791**	**83,790**	**(25,999)**	**204,032**	**195,031**	**(9,001)**	**146,241**
Local Revenue																			
8600 Other Local Rev	-	-	-	-	-	21,375	-	-	-	-	-	-	21,375	-	21,375	-	-	-	(21,375)
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	1,948	-	-	-	-	-	-	-	-	-	-	1,948	4,699	(2,751)	86,677	13,296	(73,381)	84,729
8999 Misc Revenue (Suspense)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Local Revenue	**-**	**1,948**	**-**	**-**	**-**	**21,375**	**-**	**-**	**-**	**-**	**-**	**-**	**23,323**	**4,699**	**18,624**	**86,677**	**13,296**	**(73,381)**	**63,354**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL REVENUE	**30,410**	**111,714**	**85,467**	**220,071**	**125,547**	**105,974**	**-**	**-**	**-**	**-**	**-**	**-**	**679,182**	**714,976**	**(35,794)**	**1,998,128**	**1,677,398**	**(320,730)**	**1,318,946**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	28,000	38,944	47,648	40,906	39,774	39,744	-	-	-	-	-	-	235,016	243,001	(7,985)	575,648	516,447	(59,201)	340,632
1300 Cert Adminis	23,104	15,104	15,104	15,154	16,834	16,834	-	-	-	-	-	-	102,134	98,474	3,660	189,248	192,248	3,000	87,114
SUBTOTAL - Certificated Salaries	**51,104**	**54,048**	**62,752**	**56,060**	**56,608**	**56,578**	**-**	**-**	**-**	**-**	**-**	**-**	**337,150**	**341,475**	**(4,325)**	**764,896**	**708,695**	**(56,201)**	**427,746**

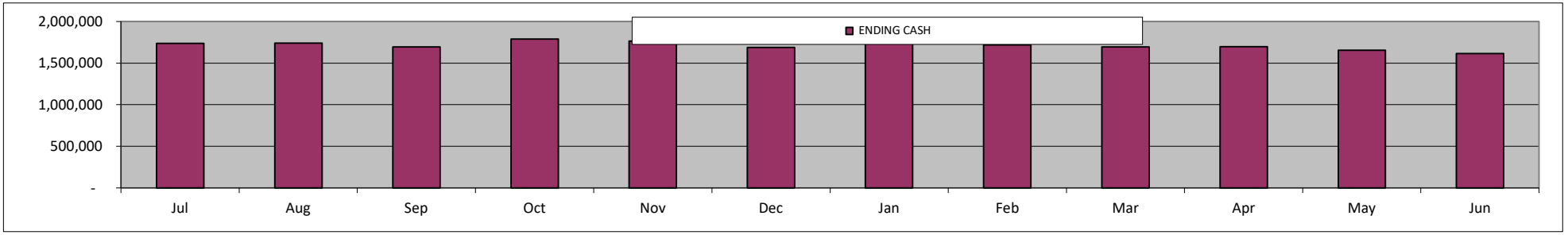
December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 6		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	-	399	2,478	11,369	2,428	2,096	-	-	-	-	-	-	18,770	19,507	(737)	-	35,948	35,948	(18,770)
2200	Classified Support	-	6,304	8,526	(2,072)	4,972	4,904	-	-	-	-	-	-	22,634	16,696	5,939	-	29,000	29,000	(22,634)
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	4,701	4,160	4,640	14,638	6,583	6,148	-	-	-	-	-	-	40,870	42,426	(1,556)	49,674	87,073	37,399	8,804
2900	OtherClassStaff	7,196	1,570	-	(8,766)	-	-	-	-	-	-	-	-	-	-	-	105,948	-	(105,948)	105,948
	SUBTOTAL - Classified Salaries	**11,897**	**12,433**	**15,644**	**15,169**	**13,982**	**13,148**	**-**	**-**	**-**	**-**	**-**	**-**	**82,274**	**78,629**	**3,645**	**155,622**	**152,021**	**(3,601)**	**73,348**
Employee Benefits																				
3101	STRS-Certified	3,623	9,197	9,329	9,920	9,557	9,328	-	-	-	-	-	-	50,954	55,759	(4,805)	129,790	129,790	-	78,836
3102	STRS-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	2,512	2,162	2,903	2,786	2,412	2,486	-	-	-	-	-	-	15,261	15,761	(499)	32,214	32,625	411	16,952
3301	OASDI/Med-Cert	739	780	905	808	816	816	-	-	-	-	-	-	4,865	5,118	(252)	11,006	11,006	-	6,140
3302	OASDI/Med-Class	910	951	1,193	1,157	1,066	1,002	-	-	-	-	-	-	6,280	6,116	165	11,905	12,065	160	5,625
3401	HlthWelfareCert	580	7,414	13,991	8,732	1,254	17,041	-	-	-	-	-	-	49,011	53,574	(4,562)	165,000	125,000	(40,000)	115,989
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3501	UI-Certificated	-	109	-	104	-	-	-	-	-	-	-	-	213	272	(59)	457	457	-	244
3502	UI-Classified	(413)	-	-	-	-	-	-	-	-	-	-	-	(413)	(313)	(100)	-	-	-	413
3601	WorkersCmp-Cert	2,104	701	701	701	721	701	-	-	-	-	-	-	5,629	5,226	403	7,000	8,412	1,412	1,371
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	872	(872)	15,000	3,598	(11,402)	15,000
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**10,055**	**21,316**	**29,023**	**24,208**	**15,826**	**31,373**	**-**	**-**	**-**	**-**	**-**	**-**	**131,802**	**142,384**	**(10,582)**	**372,372**	**322,952**	**(49,419)**	**240,570**
Books & Supplies																				
4100	Text&CoreCurric	-	29,249	2,589	1,920	1,490	-	-	-	-	-	-	-	35,247	34,129	1,118	20,000	35,290	15,290	(15,247)
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	291	(291)	1,200	1,200	-	1,200
4310	Ins Mats & Sups	2,858	-	-	-	-	-	-	-	-	-	-	-	2,858	9,529	(6,672)	17,371	30,379	13,008	14,513
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	38	100	-	389	8	294	-	-	-	-	-	-	830	3,309	(2,479)	12,000	12,000	-	11,170
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	2,000	2,000	-	2,000
4340	Educat Software	-	720	1,688	-	10,750	-	-	-	-	-	-	-	13,158	5,564	7,593	15,429	15,429	-	2,271
4345	NonInstStdntSup	-	-	-	-	-	1,099	-	-	-	-	-	-	1,099	266	832	3,000	1,099	(1,901)	1,901
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	1,212	(1,212)	5,000	5,000	-	5,000
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	24	(24)	1,500	100	(1,400)	1,500
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	448	(448)	2,000	1,850	(150)	2,000
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	2,000	2,000	-	2,000
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	727	(727)	3,000	3,000	-	3,000
4440	Computers <$5k	-	-	-	-	-	-	-	-	-	-	-	-	-	1,842	(1,842)	2,000	7,600	5,600	2,000
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	360	-	-	-	-	-	-	-	-	-	-	360	1,036	(676)	1,000	3,150	2,150	640
4999	Misc Expenditure (Suspense)	1,921	-	64	8,171	1,735	-	-	-	-	-	-	-	11,891	7,694	4,197	-	-	-	(11,891)
	SUBTOTAL - Books and Supplies	**4,817**	**30,429**	**4,340**	**10,480**	**13,983**	**1,393**	**-**	**-**	**-**	**-**	**-**	**-**	**65,442**	**67,043**	**(1,601)**	**87,500**	**120,096**	**32,597**	**22,057**

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 6		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5101	CMO Fees	5,595	5,595	5,595	-	11,189	1,382	-	-	-	-	-	-	29,355	21,842	7,513	67,135	37,648	(29,487)	37,780
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	36	-	-	83	-	-	-	-	-	-	-	119	563	(443)	1,500	2,209	709	1,381
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	242	(242)	1,000	1,000	-	1,000
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	606	(606)	2,500	2,500	-	2,500
5300	DuesMemberships	-	-	-	1,832	-	1,550	-	-	-	-	-	-	3,382	2,212	1,170	2,500	3,400	900	(882)
5450	Other Insurance	1,821	607	607	607	629	607	-	-	-	-	-	-	4,878	4,698	179	8,000	8,000	-	3,122
5500	OpsHousekeeping	-	157	183	(197)	-	2,361	-	-	-	-	-	-	2,504	953	1,551	2,500	3,485	985	(4)
5510	Gas & Electric	-	376	518	681	644	1,194	-	-	-	-	-	-	3,413	3,254	159	8,500	8,500	-	5,087
5610	Rent & Leases	-	-	28,500	-	28,500	9,500	-	-	-	-	-	-	66,500	49,227	17,273	114,000	114,000	-	47,500
5620	EquipmentLeases	-	300	812	214	416	377	-	-	-	-	-	-	2,120	2,217	(97)	5,000	5,000	-	2,880
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5800	ProfessServices	-	8,128	-	8,200	4,940	736	-	-	-	-	-	-	22,004	29,858	(7,854)	72,139	72,139	-	50,134
5810	Legal	-	-	3,713	-	-	-	-	-	-	-	-	-	3,713	7,661	(3,948)	20,000	20,000	-	16,288
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,000	-	(3,000)	3,000
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-	242	(242)	1,000	1,000	-	1,000
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	-	-	-	-	-	242	(242)	1,000	1,000	-	1,000
5820	Audit & CPA	-	-	175	(700)	-	-	-	-	-	-	-	-	(525)	760	(1,285)	4,774	4,774	-	5,299
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	50	503	-	-	-	-	-	-	-	553	5,200	(4,647)	21,296	21,296	-	20,743
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	1,879	-	6,270	4,447	-	-	-	-	-	-	-	12,596	11,022	1,574	20,000	20,000	-	7,404
5850	Oversight Fees	894	1,788	1,192	1,192	1,193	-	-	-	-	-	-	-	6,259	7,726	(1,467)	16,039	16,039	-	9,780
5857	Payroll Fees	1,140	666	718	292	679	679	-	-	-	-	-	-	4,172	5,304	(1,132)	13,082	13,082	-	8,910
5860	Service Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	128	(128)	530	530	-	530
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	568	-	348	-	-	-	-	-	-	-	-	916	936	(20)	1,000	1,000	-	84
5864	Prof Dev-Other	-	-	-	1,377	-	4,000	-	-	-	-	-	-	5,377	3,687	1,690	17,000	10,907	(6,093)	11,623
5869	SpEd Ctrct Inst	-	-	867	5,392	-	6,468	-	-	-	-	-	-	12,727	16,194	(3,467)	49,466	47,242	(2,224)	36,739
5870	Livescan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	5,723	(5,723)	23,607	23,607	-	23,607
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	-	1,946	-	3,886	-	-	-	-	-	-	5,832	11,898	(6,066)	15,000	43,000	28,000	9,168
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	412	(412)	1,700	1,700	-	1,700
5900	Communications	239	-	-	-	-	-	-	-	-	-	-	-	239	1,151	(912)	4,000	4,000	-	3,761
5920	TelecomInternet	166	884	884	885	645	1,124	-	-	-	-	-	-	4,588	8,196	(3,608)	25,000	25,000	-	20,412
5930	PostageDelivery	-	-	1,009	-	-	504	-	-	-	-	-	-	1,512	1,976	(464)	5,000	5,000	-	3,488
5940	Technology	-	4,250	1,845	274	274	274	-	-	-	-	-	-	6,916	9,504	(2,587)	24,300	19,300	(5,000)	17,384
	SUBTOTAL - Services & Other Operating Exp.	**9,854**	**25,234**	**46,616**	**28,662**	**54,142**	**34,641**	**-**	**-**	**-**	**-**	**-**	**-**	**199,150**	**213,637**	**(14,488)**	**551,568**	**536,358**	**(15,210)**	**352,418**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 6		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
6900	Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	3,444	(3,444)	18,224	14,208	(4,016)	18,224
	SUBTOTAL - Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	3,444	(3,444)	18,224	14,208	(4,016)	18,224
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	1,426	2,858	1,904	1,904	1,904	-	-	-	-	-	-	-	9,997	6,131	3,866	-	-	-	(9,997)
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	1,426	2,858	1,904	1,904	1,904	-	-	-	-	-	-	-	9,997	6,131	3,866	-	-	-	(9,997)
TOTAL EXPENSES		89,154	146,318	160,280	136,484	156,446	137,133	-	-	-	-	-	-	825,815	852,744	(26,929)	1,950,181	1,854,331	(95,850)	1,124,366

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-6	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,719,960**	**1,738,296**	**1,741,925**	**1,695,081**	**1,788,489**	**1,767,412**	**1,689,100**	**1,734,195**	**1,717,420**	**1,694,166**	**1,697,178**	**1,656,383**	**1,615,589**	
Revenue														
LCFF Entitlement	22,756	95,475	75,946	174,297	112,426	82,085	168,190	106,320	99,841	126,107	82,300	82,300	126,503	**1,354,547**
Federal Revenue	2,337	3,669	2,437	20,603	6,037	-	8,164	8,164	8,164	8,164	8,164	8,164	2,041	**86,105**
Other State Revenues	5,317	10,622	7,084	25,171	7,084	2,514	17,799	17,799	17,799	17,799	17,799	17,799	4,450	**169,032**
Other Local Revenues	-	1,948	-	-	-	21,375	1,376	1,376	1,376	1,376	1,376	1,376	344	**31,920**
Total Revenue	**30,410**	**111,714**	**85,467**	**220,071**	**125,547**	**105,974**	**195,527**	**133,657**	**127,179**	**153,444**	**109,638**	**109,638**	**133,338**	**1,641,604**
Expenses														
Certificated Salaries	51,104	54,048	62,752	56,060	56,608	56,578	58,755	58,755	58,755	58,755	58,755	58,755	14,689	**704,371**
Classified Salaries	11,897	12,433	15,644	15,169	13,982	13,148	11,743	11,743	11,743	11,743	11,743	11,743	2,936	**155,666**
Benefits	10,055	21,316	29,023	24,208	15,826	31,373	28,891	28,891	28,891	28,891	28,891	28,891	7,223	**312,370**
Books and Supplies	4,817	30,429	4,340	10,480	13,983	1,393	8,488	8,488	8,488	8,488	8,488	8,488	2,122	**118,495**
Services and Operations	9,854	25,234	46,616	28,662	54,142	34,641	51,635	51,635	51,635	51,635	51,635	51,635	12,909	**521,870**
Depreciation / Cap Outlay	-	-	-	-	-	-	1,722	1,722	1,722	1,722	1,722	1,722	431	**10,764**
Other Outflows	1,426	2,858	1,904	1,904	1,904	-	(981)	(981)	(981)	(981)	(981)	(981)	(245)	**3,866**
Total Expenses	**89,154**	**146,318**	**160,280**	**136,484**	**156,446**	**137,133**	**160,254**	**160,254**	**160,254**	**160,254**	**160,254**	**160,254**	**40,063**	**1,827,402**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	132,280	46,304												**178,583**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj														**-**
Fixed Assets - Depreciation Addback				1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458		**13,121**
Fixed Assets - Acquisitions														**-**
Due To (From)	-	-		7,021	7,021	7,021	7,021	7,021	7,021	7,021	7,021	7,021		**63,193**
Expenses - Prior Year Accruals	(55,199)	(8,071)				(56,974)								**(120,244)**
Accounts Payable - Current Year			26,627											**26,627**
Summer Holdback for Teachers	-	-	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342		**13,420**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**77,081**	**38,233**	**27,969**	**9,821**	**9,821**	**(47,153)**	**9,821**	**9,821**	**9,821**	**9,821**	**9,821**	**9,821**		**174,701**
Total Change in Cash	**18,336**	**3,629**	**(46,844)**	**93,408**	**(21,078)**	**(78,312)**	**45,095**	**(16,775)**	**(23,254)**	**3,012**	**(40,795)**	**(40,795)**		**(11,097)**
ENDING CASH	**1,738,296**	**1,741,925**	**1,695,081**	**1,788,489**	**1,767,412**	**1,689,100**	**1,734,195**	**1,717,420**	**1,694,166**	**1,697,178**	**1,656,383**	**1,615,589**		<<< = 323 days cash



MSA-7 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget surplus of $207,982.

This is an increase of $127,643 from the original July Budget projected surplus of $80,339.

This will allow MSA-7 to end this fiscal year with a balance of $1,750,623, which is 47.6% 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 $881,994, which represents 89 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of $147,640, or 3.9% of July revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are $14,551 higher than in the July Budget, due to average daily attendance (ADA) decreasing by 1.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at $9,668 higher than in the July Budget.

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 $12,346 higher than in the July Budget.

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 ($28,268) lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $19,997, or 0.5% of July expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are ($1,215) lower than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at $37,360 higher than in the July Budget.

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 ($66,967) lower than in the July Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at $10,269 higher than in the July Budget, reflecting $350k in capital improvements.

DMS
DELTA MANAGED SOLUTIONS

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Projected Average Daily Attendance:																280	279	(1)	
SUMMARY																			
Revenue																			
LCFF Entitlement	41,817	179,754	141,309	319,902	209,753	153,996	-	-	-	-	-	-	1,046,531	1,045,520	1,011	2,950,896	2,965,447	14,551	35%
Federal Revenue	3,333	6,743	4,478	35,130	6,312	-	-	-	-	-	-	-	55,995	58,974	(2,978)	163,297	325,371	162,074	17%
Other State Revenues	9,770	19,519	13,017	53,399	13,017	120,032	-	-	-	-	-	-	228,755	201,439	27,316	585,683	584,966	(717)	39%
Other Local Revenues	220	977	781	3,517	853	52,085	-	-	-	-	-	-	58,434	57,193	1,240	40,768	12,500	(28,268)	467%
Total Revenue	**55,140**	**206,993**	**159,585**	**411,948**	**229,936**	**326,114**	**-**	**-**	**-**	**-**	**-**	**-**	**1,389,716**	**1,363,126**	**26,590**	**3,740,644**	**3,888,283**	**147,640**	**36%**
Expenditures																			
Certificated Salaries	78,583	87,954	94,394	94,994	96,944	101,305	-	-	-	-	-	-	554,174	553,592	582	1,194,731	1,171,302	(23,429)	47%
Classified Salaries	19,666	21,597	39,055	33,891	35,282	33,045	-	-	-	-	-	-	182,535	208,559	(26,024)	463,111	503,405	40,294	36%
Benefits	18,572	33,725	49,197	36,778	28,594	53,610	-	-	-	-	-	-	220,475	235,232	(14,757)	556,312	538,233	(18,080)	41%
Books and Supplies	(12,233)	5,374	17,455	16,744	7,854	(47)	-	-	-	-	-	-	35,147	48,804	(13,657)	98,900	115,880	16,980	30%
Services and Operating Exp.	71,991	80,992	135,762	61,289	164,551	102,278	-	-	-	-	-	-	616,863	610,686	6,177	1,331,263	1,325,226	(6,037)	47%
Depreciation & Cap Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	6,365	(6,365)	15,987	26,256	10,269	0%
Other Outflows	2,621	5,252	3,499	3,499	3,499	-	-	-	-	-	-	-	18,370	11,266	7,104	-	-	-	-
Total Expenditures	**179,199**	**234,894**	**339,363**	**247,195**	**336,724**	**290,191**	**-**	**-**	**-**	**-**	**-**	**-**	**1,627,565**	**1,674,505**	**(46,940)**	**3,660,305**	**3,680,302**	**19,997**	**44%**
Net Revenues													**(237,850)**	**(311,379)**	**73,530**	**80,339**	**207,982**	**127,643**	

Fund Balance		
Beginning Balance (Audited)	1,542,641	
Net Revenues	207,982	
Ending Fund Balance	**1,750,623**	
Components of Fund Bal.		
Available For Econ. Uncert.	1,582,004	43.0% of Expenditures
Restricted Balances (Est.)	21,838	0.6% of Expenditures
Net Fixed Assets	146,781	4.0% of Expenditures
Ending Fund Balance	**1,750,623**	**47.6% of Expenditures**

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
REVENUE DETAIL	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
LCFF Entitlement																			
8011 State Aid	-	85,553	85,553	153,996	153,996	153,996	-	-	-	-	-	-	633,094	633,094	-	1,896,277	1,819,596	(76,681)	1,263,183
8012 EPA Entitlement	-	-	-	110,150	-	-	-	-	-	-	-	-	110,150	110,150	-	409,599	436,103	26,504	299,449
8019 Prior Year Adjustments	-	10,567	-	-	-	-	-	-	-	-	-	-	10,567	8,006	2,562	-	-	-	(10,567)
8096 InLieuPropTaxes	41,817	83,634	55,756	55,756	55,757	-	-	-	-	-	-	-	292,720	294,270	(1,550)	645,020	709,748	64,728	352,300
SUBTOTAL - LCFF Entitlement	**41,817**	**179,754**	**141,309**	**319,902**	**209,753**	**153,996**	**-**	**-**	**-**	**-**	**-**	**-**	**1,046,531**	**1,045,520**	**1,011**	**2,950,896**	**2,965,447**	**14,551**	**1,904,365**
Federal Revenue																			
8181 SpEd - Revenue	3,333	6,743	4,478	4,478	4,478	-	-	-	-	-	-	-	23,509	28,322	(4,812)	57,536	57,353	(183)	34,027
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	30,652	1,834	-	-	-	-	-	-	-	32,486	30,652	1,834	105,761	268,018	162,257	73,275
SUBTOTAL - Federal Revenue	**3,333**	**6,743**	**4,478**	**35,130**	**6,312**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**55,995**	**58,974**	**(2,978)**	**163,297**	**325,371**	**162,074**	**107,302**
Other State Revenue																			
8311 SpEd Revenue	9,770	19,519	13,017	21,603	13,017	-	-	-	-	-	-	-	76,927	76,784	143	170,668	170,125	(543)	93,741
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	4,619	-	-	-	-	-	-	4,619	1,148	3,471	4,736	4,736	-	117
8560 StateLotteryRev	-	-	-	15,416	-	-	-	-	-	-	-	-	15,416	24,931	(9,515)	54,841	54,667	(174)	39,425
8590 AllOthStateRev	-	-	-	16,380	-	115,413	-	-	-	-	-	-	131,793	98,576	33,218	355,438	355,438	-	223,645
SUBTOTAL - Other State Revenue	**9,770**	**19,519**	**13,017**	**53,399**	**13,017**	**120,032**	**-**	**-**	**-**	**-**	**-**	**-**	**228,755**	**201,439**	**27,316**	**585,683**	**584,966**	**(717)**	**356,927**
Local Revenue																			
8600 Other Local Rev	-	-	-	-	-	47,548	-	-	-	-	-	-	47,548	50,000	(2,452)	-	-	-	(47,548)
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	220	977	781	3,517	853	4,537	-	-	-	-	-	-	10,886	7,193	3,692	40,768	12,500	(28,268)	29,882
8999 Misc Revenue (Suspense)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Local Revenue	**220**	**977**	**781**	**3,517**	**853**	**52,085**	**-**	**-**	**-**	**-**	**-**	**-**	**58,434**	**57,193**	**1,240**	**40,768**	**12,500**	**(28,268)**	**(17,666)**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	**55,140**	**206,993**	**159,585**	**411,948**	**229,936**	**326,114**	**-**	**-**	**-**	**-**	**-**	**-**	**1,389,716**	**1,363,126**	**26,590**	**3,740,644**	**3,888,283**	**147,640**	**2,350,928**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	64,769	80,140	86,580	87,180	89,130	93,491	-	-	-	-	-	-	501,290	477,932	23,358	994,059	975,630	(18,429)	492,769
1300 Cert Adminis	13,814	7,814	7,814	7,814	7,814	7,814	-	-	-	-	-	-	52,884	75,660	(22,776)	200,672	195,672	(5,000)	147,788
SUBTOTAL - Certificated Salaries	**78,583**	**87,954**	**94,394**	**94,994**	**96,944**	**101,305**	**-**	**-**	**-**	**-**	**-**	**-**	**554,174**	**553,592**	**582**	**1,194,731**	**1,171,302**	**(23,429)**	**640,557**

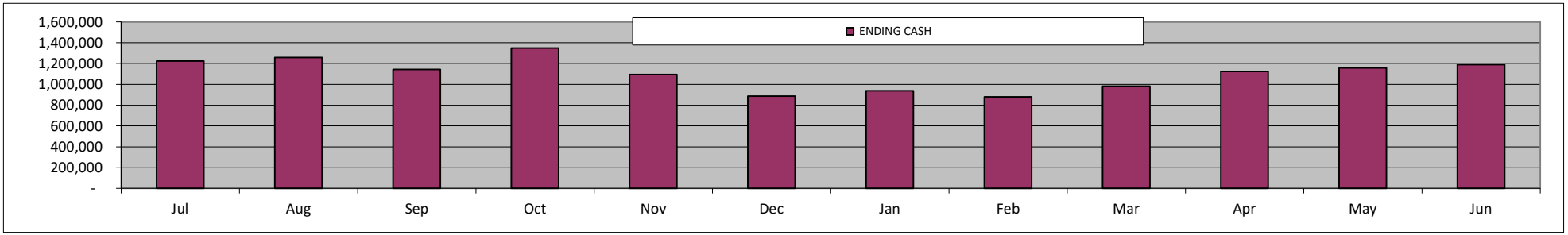
December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 7		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	-	5,458	15,880	34,101	21,977	19,940	-	-	-	-	-	-	97,356	115,526	(18,170)	-	303,296	303,296	(97,356)
2200	Classified Support	-	2,957	6,055	4,773	5,003	4,547	-	-	-	-	-	-	23,334	26,363	(3,029)	-	65,670	65,670	(23,334)
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	10,204	9,850	12,539	9,382	7,895	8,558	-	-	-	-	-	-	58,427	64,390	(5,963)	163,317	134,438	(28,879)	104,890
2900	OtherClassStaff	9,462	3,330	4,582	(14,364)	408	-	-	-	-	-	-	-	3,417	2,280	1,137	299,793	-	(299,793)	296,376
	SUBTOTAL - Classified Salaries	**19,666**	**21,597**	**39,055**	**33,891**	**35,282**	**33,045**	**-**	**-**	**-**	**-**	**-**	**-**	**182,535**	**208,559**	**(26,024)**	**463,111**	**503,405**	**40,294**	**280,576**
Employee Benefits																				
3101	STRS-Certified	7,694	14,572	14,520	17,677	16,619	15,196	-	-	-	-	-	-	86,278	89,442	(3,164)	195,857	198,749	2,892	109,579
3102	STRS-Classified	-	397	746	675	681	641	-	-	-	-	-	-	3,140	1,377	1,763	-	-	-	(3,140)
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	3,471	3,689	6,762	5,763	5,858	5,243	-	-	-	-	-	-	30,786	38,552	(7,766)	95,864	97,509	1,645	65,078
3301	OASDI/Med-Cert	1,139	1,274	1,367	1,376	1,404	1,467	-	-	-	-	-	-	8,028	7,992	36	16,608	16,853	245	8,580
3302	OASDI/Med-Class	1,504	1,508	2,704	2,361	2,445	2,295	-	-	-	-	-	-	12,818	13,469	(651)	29,679	30,318	638	16,861
3401	HlthWelfareCert	1,328	10,946	21,953	7,780	-	27,622	-	-	-	-	-	-	69,630	75,460	(5,830)	180,000	180,000	-	110,370
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3501	UI-Certificated	-	194	-	-	143	-	-	-	-	-	-	-	337	296	41	617	617	-	280
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	45	(45)	187	187	-	187
3601	WorkersCmp-Cert	3,435	1,145	1,145	1,145	1,443	1,145	-	-	-	-	-	-	9,458	8,598	859	15,000	14,000	(1,000)	5,542
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	22,500	-	(22,500)	22,500
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**18,572**	**33,725**	**49,197**	**36,778**	**28,594**	**53,610**	**-**	**-**	**-**	**-**	**-**	**-**	**220,475**	**235,232**	**(14,757)**	**556,312**	**538,233**	**(18,080)**	**335,837**
Books & Supplies																				
4100	Text&CoreCurric	-	4,083	4,487	8,814	-	-	-	-	-	-	-	-	17,384	19,230	(1,846)	25,000	25,000	-	7,616
4200	BooksOthRefMats	-	-	-	154	-	(1,610)	-	-	-	-	-	-	(1,456)	602	(2,058)	2,000	2,000	-	3,456
4310	Ins Mats & Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	4,603	(4,603)	2,500	18,986	16,486	2,500
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	206	(206)	1,000	850	(150)	1,000
4320	Office Supplies	120	180	-	815	146	439	-	-	-	-	-	-	1,700	3,702	(2,002)	12,000	11,787	(213)	10,300
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	242	(242)	1,000	1,000	-	1,000
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	606	(606)	3,000	2,500	(500)	3,000
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	2,000	2,000	-	2,000
4340	Educat Software	-	1,283	-	4,187	2,075	-	-	-	-	-	-	-	7,544	10,412	(2,868)	27,860	25,860	(2,000)	20,316
4345	NonInstStdntSup	-	-	-	-	-	1,124	-	-	-	-	-	-	1,124	726	398	1,500	2,994	1,494	376
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	727	(727)	2,500	3,000	500	2,500
4350	Cust. Supplies	-	-	1,363	317	-	-	-	-	-	-	-	-	1,680	3,271	(1,590)	8,240	8,240	-	6,560
4351	Yearbook	-	-	-	525	900	-	-	-	-	-	-	-	1,425	955	470	1,800	2,300	500	375
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	606	(606)	2,500	2,500	-	2,500
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	2,000	2,000	-	2,000
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	2,000	2,000	-	2,000
4440	Computers <$5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	(81)	(204)	-	-	-	-	-	-	-	-	-	-	(284)	(216)	(69)	-	-	-	284
4720	Food:Other Food	-	33	-	(33)	-	-	-	-	-	-	-	-	-	694	(694)	2,000	2,862	862	2,000
4999	Misc Expenditure (Suspense)	(12,273)	-	11,604	1,965	4,734	-	-	-	-	-	-	-	6,030	982	5,048	-	-	-	(6,030)
	SUBTOTAL - Books and Supplies	**(12,233)**	**5,374**	**17,455**	**16,744**	**7,854**	**(47)**	**-**	**-**	**-**	**-**	**-**	**-**	**35,147**	**48,804**	**(13,657)**	**98,900**	**115,880**	**16,980**	**63,753**

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5101	CMO Fees	37,297	37,297	37,297	-	74,594	34,825	-	-	-	-	-	-	221,311	213,315	7,996	447,566	430,263	(17,303)	226,255
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	2,000	2,000	-	2,000
5210	MilesParkTolls	-	-	394	173	47	408	-	-	-	-	-	-	1,021	1,279	(258)	2,000	3,506	1,506	979
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	364	(364)	1,500	1,500	-	1,500
5300	DuesMemberships	-	790	-	762	-	2,880	-	-	-	-	-	-	4,432	3,115	1,317	8,000	8,000	-	3,568
5450	Other Insurance	5,836	1,945	1,945	1,945	2,957	1,945	-	-	-	-	-	-	16,573	14,500	2,073	18,000	23,340	5,340	1,427
5500	OpsHousekeeping	175	550	1,251	1,028	-	660	-	-	-	-	-	-	3,664	4,700	(1,036)	10,000	10,000	-	6,336
5510	Gas & Electric	-	1,284	3,485	5,288	3,802	3,872	-	-	-	-	-	-	17,730	22,164	(4,434)	60,000	60,000	-	42,270
5610	Rent & Leases	24,061	24,061	24,061	24,061	47,478	24,061	-	-	-	-	-	-	167,784	140,792	26,992	280,000	280,000	-	112,216
5620	EquipmentLeases	370	861	716	1,560	979	659	-	-	-	-	-	-	5,145	5,323	(178)	11,000	11,000	-	5,855
5630	Reps&MaintBldng	-	154	975	150	100	-	-	-	-	-	-	-	1,379	2,181	(802)	5,000	5,000	-	3,621
5800	ProfessServices	-	3,722	-	-	1,800	3,876	-	-	-	-	-	-	9,398	10,663	(1,265)	27,355	32,355	5,000	17,957
5810	Legal	-	-	-	-	-	-	-	-	-	-	-	-	-	1,455	(1,455)	6,000	6,000	-	6,000
5813	SchPrgAftSchool	-	-	53,227	17,990	17,742	17,742	-	-	-	-	-	-	106,701	95,028	11,673	169,438	169,438	-	62,737
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	-	-	-	-	-	3,038	(3,038)	4,000	12,532	8,532	4,000
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	1,697	(1,697)	7,000	7,000	-	7,000
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	457	-	-	390	-	-	-	-	-	-	847	2,137	(1,290)	8,000	7,388	(612)	7,153
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	417	1,261	-	-	-	-	-	-	-	-	1,679	2,550	(872)	5,000	5,275	275	3,321
5850	Oversight Fees	1,655	3,310	2,207	2,207	2,207	-	-	-	-	-	-	-	11,587	13,652	(2,065)	27,000	27,000	-	15,413
5857	Payroll Fees	(2,182)	1,068	1,434	4,145	1,105	1,129	-	-	-	-	-	-	6,699	7,019	(320)	15,000	15,000	-	8,301
5860	Service Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	718	(718)	2,963	2,963	-	2,963
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	-	198	-	295	-	-	-	-	-	-	493	1,362	(869)	-	5,000	5,000	(493)
5864	Prof Dev-Other	4,772	-	140	150	50	49	-	-	-	-	-	-	5,161	8,311	(3,150)	28,500	18,464	(10,036)	23,339
5869	SpEd Ctrct Inst	-	-	-	-	6,700	6,014	-	-	-	-	-	-	12,714	13,239	(525)	65,000	54,612	(10,388)	52,286
5870	Livescan	-	-	-	99	-	30	-	-	-	-	-	-	129	106	23	-	129	129	(129)
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	11,064	(11,064)	45,641	45,641	-	45,641
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	3,536	-	4,235	1,768	-	-	-	-	-	-	9,539	12,376	(2,837)	40,000	40,000	-	30,461
5890	OthSvcsNon-Inst	-	-	-	-	-	1,400	-	-	-	-	-	-	1,400	485	915	2,000	2,000	-	600
5900	Communications	6	-	1,445	-	-	-	-	-	-	-	-	-	1,451	2,069	(618)	4,000	4,000	-	2,549
5920	TelecomInternet	-	670	-	-	481	-	-	-	-	-	-	-	1,151	1,477	(326)	4,000	4,000	-	2,849
5930	PostageDelivery	-	451	129	-	-	-	-	-	-	-	-	-	580	1,409	(829)	4,000	4,000	-	3,420
5940	Technology	-	4,828	2,645	274	274	274	-	-	-	-	-	-	8,295	12,613	(4,319)	21,300	27,820	6,520	13,005
	SUBTOTAL - Services & Other Operating Exp.	**71,991**	**80,992**	**135,762**	**61,289**	**164,551**	**102,278**	**-**	**-**	**-**	**-**	**-**	**-**	**616,863**	**610,686**	**6,177**	**1,331,263**	**1,325,226**	**(6,037)**	**714,400**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
6900	Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	6,365	(6,365)	15,987	26,256	10,269	15,987
	SUBTOTAL - Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	6,365	(6,365)	15,987	26,256	10,269	15,987
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	2,621	5,252	3,499	3,499	3,499	-	-	-	-	-	-	-	18,370	11,266	7,104	-	-	-	(18,370)
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	2,621	5,252	3,499	3,499	3,499	-	-	-	-	-	-	-	18,370	11,266	7,104	-	-	-	(18,370)
TOTAL EXPENSES		179,199	234,894	339,363	247,195	336,724	290,191	-	-	-	-	-	-	1,627,565	1,674,505	(46,940)	3,660,305	3,680,302	19,997	2,032,740

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-7	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**1,307,717**	**1,225,656**	**1,257,985**	**1,144,557**	**1,350,464**	**1,096,259**	**887,986**	**940,065**	**881,994**	**984,121**	**1,124,904**	**1,157,785**	**1,190,667**	
Revenue														
LCFF Entitlement	41,817	179,754	141,309	319,902	209,753	153,996	262,865	152,715	312,914	351,569	243,667	243,667	352,530	**2,966,458**
Federal Revenue	3,333	6,743	4,478	35,130	6,312	-	42,624	42,624	42,624	42,624	42,624	42,624	10,656	**322,393**
Other State Revenues	9,770	19,519	13,017	53,399	13,017	120,032	61,364	61,364	61,364	61,364	61,364	61,364	15,341	**612,281**
Other Local Revenues	220	977	781	3,517	853	52,085	(7,151)	(7,151)	(7,151)	(7,151)	(7,151)	(7,151)	(1,788)	**13,740**
Total Revenue	**55,140**	**206,993**	**159,585**	**411,948**	**229,936**	**326,114**	**359,702**	**249,552**	**409,751**	**448,406**	**340,504**	**340,504**	**376,739**	**3,914,873**
Expenses														
Certificated Salaries	78,583	87,954	94,394	94,994	96,944	101,305	98,834	98,834	98,834	98,834	98,834	98,834	24,708	**1,171,884**
Classified Salaries	19,666	21,597	39,055	33,891	35,282	33,045	47,175	47,175	47,175	47,175	47,175	47,175	11,794	**477,380**
Benefits	18,572	33,725	49,197	36,778	28,594	53,610	48,480	48,480	48,480	48,480	48,480	48,480	12,120	**523,476**
Books and Supplies	(12,233)	5,374	17,455	16,744	7,854	(47)	10,732	10,732	10,732	10,732	10,732	10,732	2,683	**102,223**
Services and Operations	71,991	80,992	135,762	61,289	164,551	102,278	114,326	114,326	114,326	114,326	114,326	114,326	28,582	**1,331,403**
Depreciation / Cap Outlay	-	-	-	-	-	-	3,183	3,183	3,183	3,183	3,183	3,183	796	**19,891**
Other Outflows	2,621	5,252	3,499	3,499	3,499	-	(1,803)	(1,803)	(1,803)	(1,803)	(1,803)	(1,803)	(451)	**7,104**
Total Expenses	**179,199**	**234,894**	**339,363**	**247,195**	**336,724**	**290,191**	**320,927**	**320,927**	**320,927**	**320,927**	**320,927**	**320,927**	**80,232**	**3,633,362**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	215,128	77,724				117,111								**409,963**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj						(265,789)								**(265,789)**
Fixed Assets - Depreciation Addback				1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279		**11,511**
Fixed Assets - Acquisitions				(140,744)										**(140,744)**
Due To (From)	-	-		6,629	6,629	6,629	6,629	6,629	6,629	6,629	6,629	6,629		**59,665**
Expenses - Prior Year Accruals	(173,130)	(17,495)	33,175	168,593	(160,721)	(108,822)								**(258,399)**
Accounts Payable - Current Year			33,175											**33,175**
Summer Holdback for Teachers				5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396	5,396		**48,564**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**41,999**	**60,229**	**66,350**	**41,153**	**(147,417)**	**(244,196)**	**13,304**	**13,304**	**13,304**	**13,304**	**13,304**	**13,304**		**(102,055)**
Total Change in Cash	**(82,061)**	**32,328**	**(113,427)**	**205,907**	**(254,205)**	**(208,273)**	**52,079**	**(58,071)**	**102,128**	**140,783**	**32,881**	**32,881**		**179,457**
ENDING CASH	**1,225,656**	**1,257,985**	**1,144,557**	**1,350,464**	**1,096,259**	**887,986**	**940,065**	**881,994**	**984,121**	**1,124,904**	**1,157,785**	**1,190,667**		<<< = 120 days cash



MSA-8 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($34,786).

This is an decrease of ($93,490) from the original July Budget projected surplus of $58,704.

This will allow MSA-8 to end this fiscal year with a balance of $4,200,775, which is 71.3% 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 $2,371,681, which represents 148 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of $4,455, or 0.1% of July revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are ($24,697) lower than in the July Budget, due to average daily attendance (ADA) increasing by 1.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.

Federal Revenues are projected at $9,668 higher than in the July Budget.

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 $12,346 higher than in the July Budget.

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 ($1,000) lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $97,945, or 1.7% of July expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $34,173 higher than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at $37,360 higher than in the July Budget.

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 ($66,967) lower than in the July Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at $7,500 higher than in the July Budget, reflecting updated depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Projected Average Daily Attendance:																473	474	1	
SUMMARY																			
Revenue																			
LCFF Entitlement	68,702	298,816	235,777	538,428	351,115	259,512	-	-	-	-	-	-	1,752,350	1,755,537	(3,188)	5,012,273	4,987,576	(24,697)	35%
Federal Revenue	5,475	11,078	7,357	72,357	8,521	-	-	-	-	-	-	-	104,788	111,361	(6,573)	333,831	334,799	968	31%
Other State Revenues	16,051	32,068	21,386	78,994	21,386	103,815	-	-	-	-	-	-	273,701	279,097	(5,396)	499,379	528,563	29,184	52%
Other Local Revenues	1,368	-	-	-	1,210	-	-	-	-	-	-	-	2,578	2,006	572	5,000	4,000	(1,000)	64%
Total Revenue	**91,597**	**341,961**	**264,520**	**689,779**	**382,232**	**363,327**	**-**	**-**	**-**	**-**	**-**	**-**	**2,133,416**	**2,148,001**	**(14,584)**	**5,850,484**	**5,854,938**	**4,455**	**36%**
Expenditures																			
Certificated Salaries	112,930	148,421	151,319	155,909	156,541	168,601	-	-	-	-	-	-	893,721	877,656	16,065	2,107,980	2,109,610	1,630	42%
Classified Salaries	48,349	42,015	49,958	52,375	51,875	47,840	-	-	-	-	-	-	292,412	286,424	5,988	545,984	579,324	33,339	50%
Benefits	27,878	60,251	57,432	71,272	49,236	88,208	-	-	-	-	-	-	354,278	379,572	(25,293)	888,921	888,126	(796)	40%
Books and Supplies	1,330	17,858	7,072	21,483	38,253	32,661	-	-	-	-	-	-	118,658	156,193	(37,535)	283,659	378,183	94,524	31%
Services and Operating Exp.	95,218	94,046	109,635	122,764	40,390	172,563	-	-	-	-	-	-	634,617	645,944	(11,327)	1,880,235	1,841,982	(38,253)	34%
Depreciation & Cap Outlay	-	-	-	-	-	28,529	-	-	-	-	-	-	28,529	22,424	6,105	85,000	92,500	7,500	31%
Other Outflows	4,305	8,629	5,749	5,749	5,749	-	-	-	-	-	-	-	30,180	35,929	(5,749)	-	-	-	-
Total Expenditures	**290,011**	**371,219**	**381,166**	**429,553**	**342,044**	**538,403**	**-**	**-**	**-**	**-**	**-**	**-**	**2,352,395**	**2,404,142**	**(51,746)**	**5,791,779**	**5,889,724**	**97,945**	**40%**
Net Revenues													**(218,979)**	**(256,141)**	**37,162**	**58,704**	**(34,786)**	**(93,490)**	

Fund Balance		
Beginning Balance (Audited)	4,235,561	
Net Revenues	(34,786)	
Ending Fund Balance	**4,200,775**	
Components of Fund Bal.		
Available For Econ. Uncert.	4,072,790	69.2% of Expenditures
Restricted Balances (Est.)	76,050	1.3% of Expenditures
Net Fixed Assets	51,935	0.9% of Expenditures
Ending Fund Balance	**4,200,775**	**71.3% of Expenditures**

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
REVENUE DETAIL	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Budget YTD	Variance	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
LCFF Entitlement																			
8011 State Aid	-	144,174	144,174	259,512	259,512	259,512	-	-	-	-	-	-	1,066,884	1,066,884	-	3,207,159	3,014,879	(192,280)	2,140,275
8012 EPA Entitlement	-	-	-	187,313	-	-	-	-	-	-	-	-	187,313	187,313	-	715,915	766,888	50,973	528,602
8019 Prior Year Adjustments	-	17,238	-	-	-	-	-	-	-	-	-	-	17,238	13,059	4,179	-	-	-	(17,238)
8096 InLieuPropTaxes	68,702	137,404	91,603	91,603	91,603	-	-	-	-	-	-	-	480,915	488,281	(7,366)	1,089,199	1,205,809	116,610	608,284
SUBTOTAL - LCFF Entitlement	**68,702**	**298,816**	**235,777**	**538,428**	**351,115**	**259,512**	**-**	**-**	**-**	**-**	**-**	**-**	**1,752,350**	**1,755,537**	**(3,188)**	**5,012,273**	**4,987,576**	**(24,697)**	**3,259,923**
Federal Revenue																			
8181 SpEd - Revenue	5,475	11,078	7,357	7,357	7,357	-	-	-	-	-	-	-	38,624	46,361	(7,737)	93,258	93,529	270	54,634
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	65,000	1,164	-	-	-	-	-	-	-	66,164	65,000	1,164	240,573	241,270	697	174,409
SUBTOTAL - Federal Revenue	**5,475**	**11,078**	**7,357**	**72,357**	**8,521**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**104,788**	**111,361**	**(6,573)**	**333,831**	**334,799**	**968**	**229,043**
Other State Revenue																			
8311 SpEd Revenue	16,051	32,068	21,386	39,439	21,386	-	-	-	-	-	-	-	130,331	129,695	636	261,329	280,138	18,810	130,998
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	7,589	-	-	-	-	-	-	7,589	1,867	5,722	7,702	7,702	-	113
8560 StateLotteryRev	-	-	-	26,855	-	-	-	-	-	-	-	-	26,855	34,834	(7,979)	92,415	92,683	268	65,560
8590 AllOthStateRev	-	-	-	12,700	-	96,226	-	-	-	-	-	-	108,926	112,700	(3,774)	137,934	148,040	10,106	29,007
SUBTOTAL - Other State Revenue	**16,051**	**32,068**	**21,386**	**78,994**	**21,386**	**103,815**	**-**	**-**	**-**	**-**	**-**	**-**	**273,701**	**279,097**	**(5,396)**	**499,379**	**528,563**	**29,184**	**225,678**
Local Revenue																			
8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	1,368	-	-	-	1,210	-	-	-	-	-	-	-	2,578	2,006	572	5,000	4,000	(1,000)	2,422
8999 Misc Revenue (Suspense)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Local Revenue	**1,368**	**-**	**-**	**-**	**1,210**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**2,578**	**2,006**	**572**	**5,000**	**4,000**	**(1,000)**	**2,422**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL REVENUE	**91,597**	**341,961**	**264,520**	**689,779**	**382,232**	**363,327**	**-**	**-**	**-**	**-**	**-**	**-**	**2,133,416**	**2,148,001**	**(14,584)**	**5,850,484**	**5,854,938**	**4,455**	**3,717,067**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	64,075	119,119	121,607	125,987	126,619	138,979	-	-	-	-	-	-	696,386	682,762	13,624	1,738,195	1,736,271	(1,924)	1,041,809
1300 Cert Adminis	48,855	29,302	29,712	29,922	29,922	29,622	-	-	-	-	-	-	197,335	194,894	2,442	369,785	373,339	3,554	172,450
SUBTOTAL - Certificated Salaries	**112,930**	**148,421**	**151,319**	**155,909**	**156,541**	**168,601**	**-**	**-**	**-**	**-**	**-**	**-**	**893,721**	**877,656**	**16,065**	**2,107,980**	**2,109,610**	**1,630**	**1,214,259**

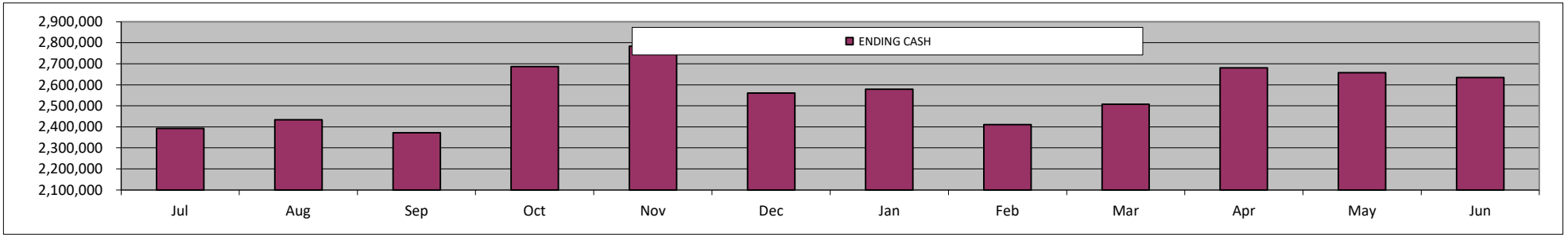
December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 8		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	6,461	8,271	9,734	9,454	9,275	9,751	-	-	-	-	-	-	52,946	54,122	(1,176)	106,984	117,254	10,270	54,038
2200	Classified Support	15,104	13,894	17,816	20,354	20,092	19,807	-	-	-	-	-	-	107,067	106,185	881	238,534	228,113	(10,421)	131,467
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	19,874	18,434	19,579	21,720	22,509	18,283	-	-	-	-	-	-	120,398	117,025	3,373	200,467	233,957	33,490	80,069
2900	OtherClassStaff	6,910	1,416	2,828	848	-	-	-	-	-	-	-	-	12,001	9,092	2,909	-	-	-	(12,001)
	SUBTOTAL - Classified Salaries	**48,349**	**42,015**	**49,958**	**52,375**	**51,875**	**47,840**	**-**	**-**	**-**	**-**	**-**	**-**	**292,412**	**286,424**	**5,988**	**545,984**	**579,324**	**33,339**	**253,573**
Employee Benefits																				
3101	STRS-Certified	7,738	25,126	23,366	28,006	27,345	28,706	-	-	-	-	-	-	140,286	146,788	(6,502)	345,895	342,264	(3,630)	205,608
3102	STRS-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	9,025	7,287	9,465	9,306	9,003	9,179	-	-	-	-	-	-	53,265	62,388	(9,122)	145,149	147,714	2,565	91,883
3301	OASDI/Med-Cert	1,664	2,150	2,193	2,235	2,333	2,440	-	-	-	-	-	-	13,014	11,092	1,922	20,000	20,000	-	6,986
3302	OASDI/Med-Class	3,536	2,931	3,706	3,738	3,597	3,648	-	-	-	-	-	-	21,157	21,206	(49)	44,000	44,000	-	22,843
3401	HlthWelfareCert	230	20,547	16,759	22,078	4,696	42,341	-	-	-	-	-	-	106,650	115,530	(8,880)	290,000	290,270	270	183,350
3402	HlthWelfareCert	-	-	-	4,015	-	-	-	-	-	-	-	-	4,015	6,110	(2,096)	12,660	12,660	-	8,645
3501	UI-Certificated	-	316	48	-	275	-	-	-	-	-	-	-	639	692	(53)	1,718	1,718	-	1,079
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3601	WorkersCmp-Cert	5,686	1,895	1,895	1,895	1,986	1,895	-	-	-	-	-	-	15,252	15,281	(29)	27,500	27,500	-	12,248
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	2,000	2,000	-	2,000
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**27,878**	**60,251**	**57,432**	**71,272**	**49,236**	**88,208**	**-**	**-**	**-**	**-**	**-**	**-**	**354,278**	**379,572**	**(25,293)**	**888,921**	**888,126**	**(796)**	**534,643**
Books & Supplies																				
4100	Text&CoreCurric	-	9,840	-	-	359	3,325	-	-	-	-	-	-	13,524	29,806	(16,282)	20,000	92,201	72,201	6,476
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	242	(242)	1,000	1,000	-	1,000
4310	Ins Mats & Sups	-	2,644	-	-	1,166	-	-	-	-	-	-	-	3,810	12,230	(8,420)	20,000	42,186	22,186	16,190
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	78	115	787	1,075	-	1,410	-	-	-	-	-	-	3,465	3,739	(274)	9,000	9,000	-	5,535
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	606	(606)	2,500	2,500	-	2,500
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	606	(606)	2,500	2,500	-	2,500
4340	Educat Software	-	3,825	-	2,400	30,720	5,966	-	-	-	-	-	-	42,910	46,225	(3,315)	56,159	54,309	(1,850)	13,249
4345	NonInstStdntSup	-	-	-	-	-	1,199	-	-	-	-	-	-	1,199	1,503	(304)	5,000	6,199	1,199	3,801
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	1,212	(1,212)	5,000	5,000	-	5,000
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	3,197	350	571	-	-	-	-	-	-	4,119	5,573	(1,455)	13,000	13,000	-	8,881
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	242	(242)	1,000	1,000	-	1,000
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	727	(727)	3,000	3,000	-	3,000
4440	Computers <$5k	-	-	-	1,251	3,921	8,971	-	-	-	-	-	-	14,143	5,697	8,446	15,500	19,589	4,089	1,357
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	4,356	11,330	-	11,220	-	-	-	-	-	-	26,906	41,702	(14,795)	123,000	123,000	-	96,094
4720	Food:Other Food	-	-	-	-	-	-	-	-	-	-	-	-	-	897	(897)	7,000	3,700	(3,300)	7,000
4999	Misc Expenditure (Suspense)	1,252	1,434	1,929	2,230	1,738	-	-	-	-	-	-	-	8,583	5,186	3,397	-	-	-	(8,583)
	SUBTOTAL - Books and Supplies	**1,330**	**17,858**	**7,072**	**21,483**	**38,253**	**32,661**	**-**	**-**	**-**	**-**	**-**	**-**	**118,658**	**156,193**	**(37,535)**	**283,659**	**378,183**	**94,524**	**165,001**

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 8		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5101	CMO Fees	74,594	74,594	74,594	74,594	-	149,189	-	-	-	-	-	-	447,566	434,656	12,910	895,132	860,526	(34,606)	447,566
5205	Conference Fees	-	-	-	1,400	-	-	-	-	-	-	-	-	1,400	1,909	(509)	3,500	3,500	-	2,100
5210	MilesParkTolls	-	-	-	18	-	-	-	-	-	-	-	-	18	620	(602)	2,500	2,500	-	2,482
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	606	(606)	2,500	2,500	-	2,500
5300	DuesMemberships	(675)	-	5,000	-	-	4,700	-	-	-	-	-	-	9,025	6,428	2,597	8,000	13,000	5,000	(1,025)
5450	Other Insurance	6,601	2,200	2,200	2,200	2,306	2,200	-	-	-	-	-	-	17,707	17,516	191	31,000	31,000	-	13,293
5500	OpsHousekeeping	-	1,588	5	41	76	1,394	-	-	-	-	-	-	3,105	3,663	(557)	10,000	10,000	-	6,895
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	-	-	-	4,619	2,310	-	-	-	-	-	-	-	6,929	4,619	2,310	350,000	365,000	15,000	343,072
5620	EquipmentLeases	196	218	2,381	1,098	470	1,197	-	-	-	-	-	-	5,560	6,586	(1,026)	15,000	15,000	-	9,440
5630	Reps&MaintBldng	-	-	-	900	-	-	-	-	-	-	-	-	900	682	218	-	-	-	(900)
5800	ProfessServices	-	6,780	2,550	2,195	700	3,347	-	-	-	-	-	-	15,572	19,466	(3,894)	62,230	44,280	(17,950)	46,658
5810	Legal	-	-	-	3,897	-	-	-	-	-	-	-	-	3,897	7,801	(3,904)	20,000	20,000	-	16,103
5813	SchPrgAftSchool	-	106	-	104	-	-	-	-	-	-	-	-	210	1,354	(1,144)	24,000	4,930	(19,070)	23,790
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	-	-	-	-	-	242	(242)	1,000	1,000	-	1,000
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	3,636	(3,636)	15,000	15,000	-	15,000
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	3,643	8,034	-	-	-	-	-	-	-	11,677	8,175	3,502	25,000	22,338	(2,662)	13,323
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	-	-	-	-	-	-	-	-	-	1,212	(1,212)	5,000	5,000	-	5,000
5850	Oversight Fees	2,776	5,552	3,702	3,702	3,702	-	-	-	-	-	-	-	19,434	24,141	(4,707)	50,418	50,418	-	30,984
5857	Payroll Fees	1,254	1,395	1,419	1,449	1,445	1,469	-	-	-	-	-	-	8,430	8,300	130	17,000	17,000	-	8,570
5860	Service Fees	-	-	-	-	42	-	-	-	-	-	-	-	42	485	(443)	2,000	2,000	-	1,958
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	4,447	150	-	-	-	-	-	-	-	-	4,597	4,597	-	30,900	41,299	10,399	26,304
5864	Prof Dev-Other	-	-	-	-	-	(300)	-	-	-	-	-	-	(300)	-	(300)	20,000	24,917	4,917	20,300
5869	SpEd Ctrct Inst	-	-	1,643	5,789	-	6,119	-	-	-	-	-	-	13,551	18,378	(4,827)	60,000	52,584	(7,416)	46,449
5870	Livescan	-	-	103	-	-	-	-	-	-	-	-	-	103	272	(169)	-	800	800	(103)
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	73,163	73,163	-	73,163
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	7,547	16,169	9,507	2,345	-	-	-	-	-	-	35,567	34,290	1,277	60,000	67,335	7,335	24,433
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	1,455	(1,455)	6,000	6,000	-	6,000
5900	Communications	2,310	-	-	-	-	-	-	-	-	-	-	-	2,310	2,477	(167)	3,000	3,000	-	690
5920	TelecomInternet	7,803	-	-	-	9,825	-	-	-	-	-	-	-	17,628	16,820	808	45,000	45,000	-	27,372
5930	PostageDelivery	360	1,612	-	521	801	630	-	-	-	-	-	-	3,923	3,828	96	8,000	8,000	-	4,077
5940	Technology	-	-	4,045	274	1,174	274	-	-	-	-	-	-	5,767	11,731	(5,964)	34,892	34,892	-	29,125
	SUBTOTAL - Services & Other Operating Exp.	**95,218**	**94,046**	**109,635**	**122,764**	**40,390**	**172,563**	**-**	**-**	**-**	**-**	**-**	**-**	**634,617**	**645,944**	**(11,327)**	**1,880,235**	**1,841,982**	**(38,253)**	**1,245,618**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA 8		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
6900	Depreciation	-	-	-	-	-	28,529	-	-	-	-	-	-	28,529	22,424	6,105	85,000	92,500	7,500	56,471
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**-**	**-**	**28,529**	**-**	**-**	**-**	**-**	**-**	**-**	**28,529**	**22,424**	**6,105**	**85,000**	**92,500**	**7,500**	**56,471**
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	4,305	8,629	5,749	5,749	5,749	-	-	-	-	-	-	-	30,180	35,929	(5,749)	-	-	-	(30,180)
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**4,305**	**8,629**	**5,749**	**5,749**	**5,749**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**30,180**	**35,929**	**(5,749)**	**-**	**-**	**-**	**(30,180)**
TOTAL EXPENSES		**290,011**	**371,219**	**381,166**	**429,553**	**342,044**	**538,403**	**-**	**-**	**-**	**-**	**-**	**-**	**2,352,395**	**2,404,142**	**(51,746)**	**5,791,779**	**5,889,724**	**97,945**	**3,439,384**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-8	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**2,529,656**	**2,393,276**	**2,433,700**	**2,371,681**	**2,687,366**	**2,783,012**	**2,560,890**	**2,579,374**	**2,410,546**	**2,507,175**	**2,680,348**	**2,657,389**	**2,634,431**	
Revenue														
LCFF Entitlement	68,702	298,816	235,777	538,428	351,115	259,512	444,736	257,423	522,881	599,424	403,293	403,293	600,991	**4,984,388**
Federal Revenue	5,475	11,078	7,357	72,357	8,521	-	35,750	35,750	35,750	35,750	35,750	35,750	8,938	**328,226**
Other State Revenues	16,051	32,068	21,386	78,994	21,386	103,815	39,915	39,915	39,915	39,915	39,915	39,915	9,979	**523,168**
Other Local Revenues	1,368	-	-	-	1,210	-	319	319	319	319	319	319	80	**4,572**
Total Revenue	**91,597**	**341,961**	**264,520**	**689,779**	**382,232**	**363,327**	**520,719**	**333,406**	**598,865**	**675,407**	**479,277**	**479,277**	**619,987**	**5,840,354**
Expenses														
Certificated Salaries	112,930	148,421	151,319	155,909	156,541	168,601	197,113	197,113	197,113	197,113	197,113	197,113	49,278	**2,125,675**
Classified Salaries	48,349	42,015	49,958	52,375	51,875	47,840	46,864	46,864	46,864	46,864	46,864	46,864	11,716	**585,311**
Benefits	27,878	60,251	57,432	71,272	49,236	88,208	81,369	81,369	81,369	81,369	81,369	81,369	20,342	**862,832**
Books and Supplies	1,330	17,858	7,072	21,483	38,253	32,661	35,518	35,518	35,518	35,518	35,518	35,518	8,880	**340,648**
Services and Operations	95,218	94,046	109,635	122,764	40,390	172,563	191,366	191,366	191,366	191,366	191,366	191,366	47,842	**1,830,656**
Depreciation / Cap Outlay	-	-	-	-	-	28,529	11,212	11,212	11,212	11,212	11,212	11,212	2,803	**98,605**
Other Outflows	4,305	8,629	5,749	5,749	5,749	-	(5,749)	(5,749)	(5,749)	(5,749)	(5,749)	(5,749)	(1,437)	**(5,749)**
Total Expenses	**290,011**	**371,219**	**381,166**	**429,553**	**342,044**	**538,403**	**557,693**	**557,693**	**557,693**	**557,693**	**557,693**	**557,693**	**139,423**	**5,837,978**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	379,409	99,399												**478,807**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj						(102,505)								**(102,505)**
Fixed Assets - Depreciation Addback				6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800		**61,200**
Fixed Assets - Acquisitions														**-**
Due To (From)	-	-		43,587	43,587	43,587	43,587	43,587	43,587	43,587	43,587	43,587		**392,285**
Expenses - Prior Year Accruals	(317,374)	(29,716)												**(347,090)**
Accounts Payable - Current Year			54,626											**54,626**
Summer Holdback for Teachers				5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071	5,071		**45,639**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**62,035**	**69,682**	**54,626**	**55,458**	**55,458**	**(47,047)**	**55,458**	**55,458**	**55,458**	**55,458**	**55,458**	**55,458**		**582,962**
Total Change in Cash	**(136,380)**	**40,424**	**(62,019)**	**315,685**	**95,646**	**(222,122)**	**18,484**	**(168,829)**	**96,630**	**173,172**	**(22,958)**	**(22,958)**		**585,338**
ENDING CASH	**2,393,276**	**2,433,700**	**2,371,681**	**2,687,366**	**2,783,012**	**2,560,890**	**2,579,374**	**2,410,546**	**2,507,175**	**2,680,348**	**2,657,389**	**2,634,431**		<<< = 165 days cash



MSA-SA Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($49,065).
This is an decrease of ($239,377) from the original July Budget projected surplus of $190,312.
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 $7,479,445, which is 101.4% 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 $278,865, which represents 14 days of operating costs on average.
This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = decrease of ($1,355,821), or -15.6% of July revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.
LCFF Entitlement projected revenues are ($1,323,240) lower than in the July Budget, due to average daily attendance (ADA) decreasing by 114.

Federal Revenues: This consists of Title I-IV "Every Student Succeeds Act" (ESSA) funding, federal special education, and federal food programs.
Federal Revenues are projected at $9,668 higher than in the July Budget.

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 $12,346 higher than in the July Budget.

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 ($132,072) lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = decrease of ($1,116,443), or -13.1% of July expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.
Salaries and Benefits costs are ($312,493) lower than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.
Books & Supplies costs are projected at $37,360 higher than in the July Budget.

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 ($66,967) lower than in the July Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.
These costs are projected at ($8,144) lower than in the July Budget, reflecting updated capital outlay projections.

DMS

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
MSA SA	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Projected Average Daily Attendance:																648	534	(114)	
SUMMARY																			
Revenue																			
LCFF Entitlement	475,284	462,293	886,520	630,594	779,878	-	-	-	-	-	-	-	3,234,569	3,218,151	16,418	7,343,836	6,020,596	(1,323,240)	54%
Federal Revenue	664	-	-	90,288	-	-	-	-	-	-	-	-	90,952	90,664	288	423,524	607,450	183,926	15%
Other State Revenues	16,728	21,778	70,748	30,111	160,356	(5,050)	-	-	-	-	-	-	294,671	290,977	3,694	727,946	643,511	(84,435)	46%
Other Local Revenues	-	967	4,133	11,408	7,888	10,709	-	-	-	-	-	-	35,105	25,736	9,369	186,644	54,572	(132,072)	64%
Total Revenue	**492,676**	**485,038**	**961,401**	**762,401**	**948,122**	**5,659**	**-**	**-**	**-**	**-**	**-**	**-**	**3,655,298**	**3,625,528**	**29,769**	**8,681,950**	**7,326,130**	**(1,355,821)**	**50%**
Expenditures																			
Certificated Salaries	165,125	230,895	232,786	231,684	228,138	213,414	-	-	-	-	-	-	1,302,040	1,288,790	13,250	2,758,436	2,627,232	(131,204)	50%
Classified Salaries	33,717	42,190	73,906	69,759	65,808	69,522	-	-	-	-	-	-	354,901	337,111	17,789	865,101	704,424	(160,677)	50%
Benefits	41,784	130,678	122,853	138,921	65,502	99,533	-	-	-	-	-	-	599,271	592,957	6,315	1,286,438	1,265,827	(20,611)	47%
Books and Supplies	19,438	19,709	30,620	30,523	19,109	(3,396)	-	-	-	-	-	-	116,002	129,961	(13,958)	300,504	222,684	(77,820)	52%
Services and Operating Exp.	94,207	115,855	105,348	102,956	64,110	72,179	-	-	-	-	-	-	554,655	587,988	(33,333)	2,069,514	1,351,527	(717,986)	41%
Depreciation & Cap Outlay	-	-	-	-	-	284,075	-	-	-	-	-	-	284,075	300,000	(15,925)	630,000	612,633	(17,367)	46%
Other Outflows	34,792	34,792	117,435	34,792	34,792	-	-	-	-	-	-	-	256,602	258,838	(2,236)	581,644	590,867	9,223	43%
Total Expenditures	**389,063**	**574,118**	**682,948**	**608,634**	**477,457**	**735,325**	**-**	**-**	**-**	**-**	**-**	**-**	**3,467,546**	**3,495,646**	**(28,099)**	**8,491,638**	**7,375,194**	**(1,116,443)**	**47%**
Net Revenues													**187,751**	**129,883**	**57,868**	**190,312**	**(49,065)**	**(239,377)**	

Fund Balance		
Beginning Balance (Audited)	7,528,510	
Net Revenues	(49,065)	
Ending Fund Balance	**7,479,445**	
Components of Fund Bal.		
Available For Econ. Uncert.	1,015,014	13.8% of Expenditures
Restricted Balances (Est.)	123,886	1.7% of Expenditures
Net Fixed Assets	6,340,545	86.0% of Expenditures
Ending Fund Balance	**7,479,445**	**101.4% of Expenditures**

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
MSA SA	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
REVENUE DETAIL	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
LCFF Entitlement																			
8011 State Aid	350,330	350,330	630,594	630,594	630,594	-	-	-	-	-	-	-	2,592,442	2,592,442	-	5,333,040	4,356,807	(976,233)	2,740,598
8012 EPA Entitlement	-	-	32,000	-	-	-	-	-	-	-	-	-	32,000	32,000	-	129,600	106,800	(22,800)	97,600
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 InLieuPropTaxes	124,954	111,963	223,926	-	149,284	-	-	-	-	-	-	-	610,127	593,709	16,418	1,881,196	1,556,989	(324,207)	1,271,069
SUBTOTAL - LCFF Entitlement	**475,284**	**462,293**	**886,520**	**630,594**	**779,878**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**3,234,569**	**3,218,151**	**16,418**	**7,343,836**	**6,020,596**	**(1,323,240)**	**4,109,267**
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	92,000	84,250	(7,750)	92,000
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	664	-	-	90,288	-	-	-	-	-	-	-	-	90,952	90,664	288	331,524	523,200	191,676	240,572
SUBTOTAL - Federal Revenue	**664**	**-**	**-**	**90,288**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**90,952**	**90,664**	**288**	**423,524**	**607,450**	**183,926**	**332,572**
Other State Revenue																			
8311 SpEd Revenue	16,728	16,728	30,111	30,111	30,111	-	-	-	-	-	-	-	123,789	121,355	2,434	390,756	322,012	(68,744)	266,967
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	14,832	-	-	-	-	-	-	-	14,832	3,936	10,896	16,234	16,234	-	1,402
8560 StateLotteryRev	-	-	40,637	-	-	-	-	-	-	-	-	-	40,637	40,637	-	154,969	127,706	(27,263)	114,333
8590 AllOthStateRev	-	5,050	-	-	115,413	(5,050)	-	-	-	-	-	-	115,413	125,050	(9,637)	165,987	177,559	11,572	50,574
SUBTOTAL - Other State Revenue	**16,728**	**21,778**	**70,748**	**30,111**	**160,356**	**(5,050)**	**-**	**-**	**-**	**-**	**-**	**-**	**294,671**	**290,977**	**3,694**	**727,946**	**643,511**	**(84,435)**	**433,275**
Local Revenue																			
8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20,000	-	(20,000)	20,000
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	823	858	945	744	-	-	-	-	-	-	-	3,370	3,135	236	4,723	4,723	-	1,352
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	-	144	3,276	10,409	7,144	10,709	-	-	-	-	-	-	31,681	22,561	9,121	161,921	49,849	(112,072)	130,240
8999 Misc Revenue (Suspense)	-	-	-	54	-	-	-	-	-	-	-	-	54	41	13	-	-	-	(54)
SUBTOTAL - Local Revenue	**-**	**967**	**4,133**	**11,408**	**7,888**	**10,709**	**-**	**-**	**-**	**-**	**-**	**-**	**35,105**	**25,736**	**9,369**	**186,644**	**54,572**	**(132,072)**	**151,538**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL REVENUE	**492,676**	**485,038**	**961,401**	**762,401**	**948,122**	**5,659**	**-**	**-**	**-**	**-**	**-**	**-**	**3,655,298**	**3,625,528**	**29,769**	**8,681,950**	**7,326,130**	**(1,355,821)**	**5,026,653**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	97,361	188,499	192,470	193,448	189,902	183,405	-	-	-	-	-	-	1,045,085	1,029,789	15,296	2,284,841	2,148,574	(136,267)	1,239,757
1300 Cert Adminis	67,763	42,396	40,316	38,236	38,236	30,008	-	-	-	-	-	-	256,956	259,002	(2,046)	473,595	478,658	5,063	216,639
SUBTOTAL - Certificated Salaries	**165,125**	**230,895**	**232,786**	**231,684**	**228,138**	**213,414**	**-**	**-**	**-**	**-**	**-**	**-**	**1,302,040**	**1,288,790**	**13,250**	**2,758,436**	**2,627,232**	**(131,204)**	**1,456,396**

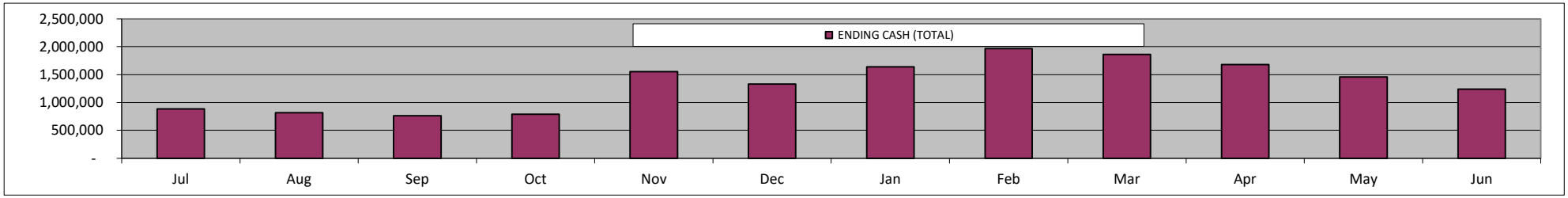
December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA SA		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	5,312	12,139	33,499	34,475	31,425	29,556	-	-	-	-	-	-	146,406	136,459	9,947	355,074	295,940	(59,134)	208,668
2200	Classified Support	8,149	15,503	18,737	19,807	15,830	13,920	-	-	-	-	-	-	91,947	99,001	(7,054)	265,556	214,012	(51,544)	173,609
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	12,253	10,160	14,994	16,805	14,171	14,720	-	-	-	-	-	-	83,104	88,215	(5,110)	244,472	194,472	(50,000)	161,367
2900	OtherClassStaff	8,002	4,388	6,675	(1,329)	4,382	11,325	-	-	-	-	-	-	33,443	13,437	20,006	-	-	-	(33,443)
	SUBTOTAL - Classified Salaries	**33,717**	**42,190**	**73,906**	**69,759**	**65,808**	**69,522**	**-**	**-**	**-**	**-**	**-**	**-**	**354,901**	**337,111**	**17,789**	**865,101**	**704,424**	**(160,677)**	**510,201**
Employee Benefits																				
3101	STRS-Certified	16,477	38,971	37,322	39,733	36,141	36,306	-	-	-	-	-	-	204,950	206,961	(2,010)	451,252	439,641	(11,611)	246,302
3102	STRS-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	1,451	(1,451)	5,985	5,985	-	5,985
3201	PERS-Cert	761	1,736	1,326	669	-	-	-	-	-	-	-	-	4,491	3,403	1,089	-	-	-	(4,491)
3202	PERS-Classified	6,514	7,730	13,174	12,757	11,915	11,099	-	-	-	-	-	-	63,189	66,077	(2,888)	162,020	147,020	(15,000)	98,832
3301	OASDI/Med-Cert	2,656	3,883	3,839	3,857	3,486	3,361	-	-	-	-	-	-	21,081	18,056	3,025	30,000	30,000	-	8,919
3302	OASDI/Med-Class	2,573	3,223	5,472	5,265	4,961	4,611	-	-	-	-	-	-	26,105	21,781	4,324	38,181	38,181	-	12,075
3401	HlthWelfareCert	2,242	68,042	58,199	71,776	3,032	40,636	-	-	-	-	-	-	243,928	243,138	790	554,000	554,000	-	310,072
3402	HlthWelfareCert	-	-	-	1,342	-	-	-	-	-	-	-	-	1,342	2,471	(1,129)	6,000	6,000	-	4,658
3501	UI-Certificated	-	3,573	-	-	2,445	-	-	-	-	-	-	-	6,018	4,646	1,372	2,000	8,000	6,000	(4,018)
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3601	WorkersCmp-Cert	10,562	3,521	3,521	3,521	3,521	3,521	-	-	-	-	-	-	28,167	24,489	3,678	35,000	35,000	-	6,833
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	2,000	2,000	-	2,000
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**41,784**	**130,678**	**122,853**	**138,921**	**65,502**	**99,533**	**-**	**-**	**-**	**-**	**-**	**-**	**599,271**	**592,957**	**6,315**	**1,286,438**	**1,265,827**	**(20,611)**	**687,167**
Books & Supplies																				
4100	Text&CoreCurric	-	-	1,499	12,593	1,143	-	-	-	-	-	-	-	15,236	17,697	(2,462)	37,000	28,964	(8,036)	21,764
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	970	(970)	11,000	4,000	(7,000)	11,000
4310	Ins Mats & Sups	-	6,929	903	2,518	1,405	(4,939)	-	-	-	-	-	-	6,816	18,320	(11,504)	42,000	43,226	1,226	35,184
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	-	313	1,075	379	735	-	-	-	-	-	-	2,502	3,718	(1,216)	17,000	11,000	(6,000)	14,498
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	570	(570)	-	2,352	2,352	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	848	(848)	7,500	3,500	(4,000)	7,500
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	3,879	(3,879)	15,000	16,000	1,000	15,000
4340	Educat Software	3,688	1,620	3,951	1,104	17,985	110	-	-	-	-	-	-	28,457	19,658	8,799	63,254	48,707	(14,547)	34,797
4345	NonInstStdntSup	-	3,181	672	-	-	-	-	-	-	-	-	-	3,853	6,555	(2,702)	15,000	15,000	-	11,147
4346	TeacherSupplies	-	66	569	9	136	-	-	-	-	-	-	-	779	2,427	(1,648)	15,000	8,000	(7,000)	14,221
4350	Cust. Supplies	-	-	4,200	-	-	-	-	-	-	-	-	-	4,200	9,243	(5,042)	25,000	25,000	-	20,800
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	765	-	-	-	-	-	-	-	765	897	(132)	27,000	3,700	(23,300)	26,235
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	303	(303)	2,750	1,250	(1,500)	2,750
4440	Computers <$5k	-	-	-	-	-	-	-	-	-	-	-	-	-	1,212	(1,212)	15,000	5,000	(10,000)	15,000
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	267	-	-	-	698	-	-	-	-	-	-	965	1,895	(930)	8,000	6,985	(1,015)	7,035
4999	Misc Expenditure (Suspense)	15,751	7,646	18,512	13,225	(2,704)	-	-	-	-	-	-	-	52,430	41,768	10,661	-	-	-	(52,430)
	SUBTOTAL - Books and Supplies	**19,438**	**19,709**	**30,620**	**30,523**	**19,109**	**(3,396)**	**-**	**-**	**-**	**-**	**-**	**-**	**116,002**	**129,961**	**(13,958)**	**300,504**	**222,684**	**(77,820)**	**184,502**

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA SA		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5101	CMO Fees	74,594	74,594	74,594	74,594	-	(37,851)	-	-	-	-	-	-	260,526	258,377	2,149	895,132	260,526	(634,606)	634,606
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	74	150	154	-	-	-	-	-	-	-	378	1,261	(883)	6,000	4,500	(1,500)	5,622
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	727	(727)	5,000	3,000	(2,000)	5,000
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	727	(727)	5,000	3,000	(2,000)	5,000
5300	DuesMemberships	-	1,070	-	-	-	6,760	-	-	-	-	-	-	7,830	5,659	2,171	20,000	20,000	-	12,170
5450	Other Insurance	8,430	2,810	2,810	2,810	2,810	2,810	-	-	-	-	-	-	22,480	22,470	10	40,000	40,000	-	17,520
5500	OpsHousekeeping	1,285	1,318	1,318	1,318	4,387	3,160	-	-	-	-	-	-	12,784	12,453	331	45,000	35,000	(10,000)	32,216
5510	Gas & Electric	15	4,447	11,560	10,349	4,631	1,177	-	-	-	-	-	-	32,179	34,690	(2,510)	120,000	95,000	(25,000)	87,821
5610	Rent & Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5620	EquipmentLeases	2,046	2,680	1,480	1,575	1,965	1,272	-	-	-	-	-	-	11,018	13,410	(2,392)	31,000	31,000	-	19,982
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	60,000	46,952	(13,048)	60,000
5800	ProfessServices	3,360	5,367	-	-	-	6,107	-	-	-	-	-	-	14,834	8,727	6,107	58,000	32,122	(25,878)	43,166
5810	Legal	-	-	-	-	283	(2,075)	-	-	-	-	-	-	(1,792)	-	(1,792)	15,000	15,000	-	16,792
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5,000	-	(5,000)	5,000
5814	SchPrgAcadComps	-	1,195	100	385	1,390	650	-	-	-	-	-	-	3,720	1,680	2,040	20,000	20,000	-	16,280
5819	SchlProgs-Other	-	155	-	2,202	3,129	4,599	-	-	-	-	-	-	10,085	2,357	7,728	25,000	42,019	17,019	14,915
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13,000	13,000	-	13,000
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	1,183	635	1,697	-	-	-	-	-	-	3,515	14,707	(11,192)	60,000	56,968	(3,032)	56,486
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	150	-	-	-	-	-	-	-	-	-	-	150	150	-	45,000	45,000	-	44,850
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	78,612	78,612	-	78,612
5857	Payroll Fees	746	2,204	2,349	4,086	2,321	2,364	-	-	-	-	-	-	14,071	9,386	4,685	30,000	29,600	(400)	15,929
5860	Service Fees	181	17,174	553	210	244	(16,435)	-	-	-	-	-	-	1,927	14,211	(12,283)	-	2,000	2,000	(1,927)
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	3,250	2,691	-	316	285	5,565	-	-	-	-	-	-	12,107	16,744	(4,637)	13,000	49,515	36,515	893
5864	Prof Dev-Other	-	-	-	71	-	-	-	-	-	-	-	-	71	7,169	(7,098)	50,000	29,349	(20,651)	49,929
5869	SpEd Ctrct Inst	-	-	-	1,190	28,429	73,150	-	-	-	-	-	-	102,769	105,918	(3,149)	236,000	205,195	(30,805)	133,231
5870	Livescan	-	-	-	-	74	-	-	-	-	-	-	-	74	73	1	-	300	300	(74)
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	4,681	(4,681)	19,310	19,310	-	19,310
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	599	1,008	12,194	18,450	-	-	-	-	-	-	32,251	23,520	8,730	92,000	92,000	-	59,750
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	-	-	-	-	-	100	-	-	-	-	-	-	100	24	76	-	100	100	(100)
5920	TelecomInternet	-	-	-	-	-	-	-	-	-	-	-	-	-	6,788	(6,788)	28,000	28,000	-	28,000
5930	PostageDelivery	300	-	300	550	700	200	-	-	-	-	-	-	2,050	3,295	(1,246)	10,000	10,000	-	7,950
5940	Technology	-	-	9,611	958	479	479	-	-	-	-	-	-	11,527	18,785	(7,258)	44,460	44,460	-	32,933
	SUBTOTAL - Services & Other Operating Exp.	**94,207**	**115,855**	**105,348**	**102,956**	**64,110**	**72,179**	**-**	**-**	**-**	**-**	**-**	**-**	**554,655**	**587,988**	**(33,333)**	**2,069,514**	**1,351,527**	**(717,986)**	**1,514,859**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30,000	-	(30,000)	30,000

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA SA		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
6900	Depreciation	-	-	-	-	-	284,075	-	-	-	-	-	-	284,075	300,000	(15,925)	600,000	612,633	12,633	315,925
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**-**	**-**	**284,075**	**-**	**-**	**-**	**-**	**-**	**-**	**284,075**	**300,000**	**(15,925)**	**630,000**	**612,633**	**(17,367)**	**345,925**
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	2,236	(2,236)	-	9,223	9,223	-
7438	InterestExpense	34,792	34,792	117,435	34,792	34,792	-	-	-	-	-	-	-	256,602	256,602	-	581,644	581,644	-	325,042
	SUBTOTAL - Other Outflows	**34,792**	**34,792**	**117,435**	**34,792**	**34,792**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**256,602**	**258,838**	**(2,236)**	**581,644**	**590,867**	**9,223**	**325,042**
TOTAL EXPENSES		**389,063**	**574,118**	**682,948**	**608,634**	**477,457**	**735,325**	**-**	**-**	**-**	**-**	**-**	**-**	**3,467,546**	**3,495,646**	**(28,099)**	**8,491,638**	**7,375,194**	**(1,116,443)**	**5,024,092**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-SA	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
BEGINNING CASH	**862,519**	**433,935**	**329,500**	**278,865**	**304,205**	**685,911**	**1,317,261**	**#######**	**1,573,380**	**1,469,871**	**1,287,504**	**1,067,737**	**847,970**	
Revenue														
LCFF Entitlement	475,284	462,293	886,520	630,594	779,878	-	763,460	763,460	333,151	254,293	216,893	216,893	254,293	**6,037,014**
Federal Revenue	664	-	-	90,288	-	-	82,686	82,686	82,686	82,686	82,686	82,686	20,671	**607,738**
Other State Revenues	16,728	21,778	70,748	30,111	160,356	(5,050)	56,405	56,405	56,405	56,405	56,405	56,405	14,101	**647,205**
Other Local Revenues	-	967	4,133	11,408	7,888	10,709	4,614	4,614	4,614	4,614	4,614	4,614	1,153	**63,941**
Total Revenue	**492,676**	**485,038**	**961,401**	**762,401**	**948,122**	**5,659**	**907,165**	**907,165**	**476,856**	**397,998**	**360,598**	**360,598**	**290,219**	**7,355,899**
Expenses														
Certificated Salaries	165,125	230,895	232,786	231,684	228,138	213,414	214,151	214,151	214,151	214,151	214,151	214,151	53,538	**2,640,482**
Classified Salaries	33,717	42,190	73,906	69,759	65,808	69,522	58,770	58,770	58,770	58,770	58,770	58,770	14,693	**722,213**
Benefits	41,784	130,678	122,853	138,921	65,502	99,533	107,659	107,659	107,659	107,659	107,659	107,659	26,915	**1,272,142**
Books and Supplies	19,438	19,709	30,620	30,523	19,109	(3,396)	14,836	14,836	14,836	14,836	14,836	14,836	3,709	**208,725**
Services and Operations	94,207	115,855	105,348	102,956	64,110	72,179	122,166	104,560	104,560	104,560	104,560	104,560	118,574	**1,318,194**
Depreciation / Cap Outlay	-	-	-	-	-	284,075	50,021	50,021	50,021	50,021	50,021	50,021	12,505	**596,708**
Other Outflows	34,792	34,792	117,435	34,792	34,792	-	53,125	53,125	53,125	53,125	53,125	53,125	13,281	**588,631**
Total Expenses	**389,063**	**574,118**	**682,948**	**608,634**	**477,457**	**735,325**	**620,728**	**603,121**	**603,121**	**603,121**	**603,121**	**603,121**	**243,214**	**7,347,095**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	106,417	64,093												**170,510**
Accounts Receivable - Bond Project														**-**
Other Assets/Accrual Adj	(7,917)	(9,769)	400,001			423,326								**805,641**
Fixed Assets - Depreciation Addback	-					284,075	50,400	50,400	50,400	50,400	50,400	50,400		**586,475**
Fixed Assets - Acquisitions														**-**
Due To (From)	-	-		(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)		**(299,618)**
Expenses - Prior Year Accruals	(181,990)	(33,533)												**(215,524)**
Accounts Payable - Current Year			81,782			(173,924)								**(92,142)**
Summer Holdback for Teachers				5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647	5,647		**50,823**
Loans Payable (Current)				-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)														**-**
Total Other Transactions	**(83,490)**	**20,790**	**481,783**	**(27,644)**	**(27,644)**	**505,833**	**22,756**	**22,756**	**22,756**	**22,756**	**22,756**	**22,756**		**1,006,165**
Total Change in Cash	**20,122**	**(68,289)**	**760,237**	**126,123**	**443,021**	**(223,834)**	**309,194**	**326,800**	**(103,509)**	**(182,367)**	**(219,767)**	**(219,767)**		**1,014,969**
ENDING CASH (Local Bank 9120)	433,935	329,500	278,865	304,205	685,911	1,317,261	1,246,580	#######	1,469,871	1,287,504	1,067,737	847,970		
ENDING CASH (County Treas. & Other)	448,706	484,852	484,852	484,852	868,141	12,957	392,832	392,832	392,832	392,832	392,832	392,832		
ENDING CASH (TOTAL)	**882,641**	**814,352**	**763,717**	**789,057**	**1,554,052**	**1,330,218**	**1,639,412**	**#######**	**1,862,703**	**1,680,336**	**1,460,569**	**1,240,802**		<<< = 62 days cash



MSA-SD Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($104,252).

This is an decrease of ($148,158) from the original July Budget projected surplus of $43,906.

This will allow MSA-SD to end this fiscal year with a balance of $238,408, which is 5.5% 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 $24,649, which represents 2 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = decrease of ($142,936), or -3.3% of July revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are ($147,524) lower than in the July Budget, due to average daily attendance (ADA) decreasing by 20.2.

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 $9,668 higher than in the July Budget.

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 $12,346 higher than in the July Budget.

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 ($17,000) lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $5,222, or 0.1% of July expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are $4,982 higher than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at $37,360 higher than in the July Budget.

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 ($66,967) lower than in the July Budget.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at ($40,244) lower than in the July Budget, reflecting stable depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
MSA SD	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Projected Average Daily Attendance:																447	427	(20)	
SUMMARY																			
Revenue																			
LCFF Entitlement	37,444	182,297	376,418	260,536	260,536	198,889	-	-	-	-	-	-	1,316,120	1,321,363	(5,243)	3,759,963	3,612,439	(147,524)	36%
Federal Revenue	-	-	-	17,602	-	-	-	-	-	-	-	-	17,602	38,145	(20,543)	109,696	102,342	(7,355)	17%
Other State Revenues	10,096	55,785	18,173	29,692	29,066	(13,860)	-	-	-	-	-	-	128,952	155,308	(26,356)	412,129	441,072	28,943	29%
Other Local Revenues	968	-	8,064	4,584	13,056	1	-	-	-	-	-	-	26,673	29,802	(3,128)	97,381	80,381	(17,000)	33%
Total Revenue	**48,508**	**238,082**	**402,655**	**312,414**	**302,658**	**185,030**	**-**	**-**	**-**	**-**	**-**	**-**	**1,489,347**	**1,544,618**	**(55,271)**	**4,379,170**	**4,236,234**	**(142,936)**	**35%**
Expenditures																			
Certificated Salaries	113,276	131,028	136,388	133,601	131,604	132,433	-	-	-	-	-	-	778,331	754,234	24,096	1,514,978	1,504,048	(10,930)	52%
Classified Salaries	30,900	27,109	33,616	32,065	35,918	32,315	-	-	-	-	-	-	191,924	186,603	5,321	361,638	383,203	21,565	50%
Benefits	24,445	33,625	35,402	60,036	35,816	35,124	-	-	-	-	-	-	224,449	222,741	1,707	696,191	690,538	(5,653)	33%
Books and Supplies	227	158	13,355	10,416	960	794	-	-	-	-	-	-	25,910	41,216	(15,306)	81,577	94,529	12,952	27%
Services and Operating Exp.	51,491	94,403	111,792	84,816	111,780	76,710	-	-	-	-	-	-	530,992	551,128	(20,136)	1,613,880	1,641,411	27,532	32%
Depreciation & Cap Outlay	-	-	-	-	-	4,301	-	-	-	-	-	-	4,301	4,848	(548)	67,000	20,000	(47,000)	22%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	1,638	(1,638)	-	6,756	6,756	0%
Total Expenditures	**220,340**	**286,324**	**330,553**	**320,934**	**316,078**	**281,677**	**-**	**-**	**-**	**-**	**-**	**-**	**1,755,905**	**1,762,408**	**(6,503)**	**4,335,264**	**4,340,486**	**5,222**	**40%**
Net Revenues													**(266,558)**	**(217,791)**	(48,768)	**43,906**	**(104,252)**	(148,158)	

Fund Balance		
Beginning Balance (Audited)	342,660	
Net Revenues	(104,252)	
Ending Fund Balance	**238,408**	
Components of Fund Bal.		
Available For Econ. Uncert.	(1,798)	0.0% of Expenditures
Restricted Balances (Est.)	5,531	0.1% of Expenditures
Net Fixed Assets	234,674	5.4% of Expenditures
Ending Fund Balance	**238,408**	**5.5% of Expenditures**

DELTA MANAGED S

December 2019 Monthly Update Actuals through December 31, 2019)	Year To Date															Annual Budget			
MSA SD	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
REVENUE DETAIL	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
LCFF Entitlement																			
8011 State Aid	37,444	37,444	67,399	67,399	67,399	-	-	-	-	-	-	-	277,085	277,085	-	924,092	859,413	(64,679)	647,007
8012 EPA Entitlement	-	-	19,313	-	-	-	-	-	-	-	-	-	19,313	19,313	-	89,410	85,360	(4,050)	70,097
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 InLieuPropTaxes	-	144,853	289,706	193,137	193,137	198,889	-	-	-	-	-	-	1,019,722	1,024,965	(5,243)	2,746,461	2,667,666	(78,795)	1,726,739
SUBTOTAL - LCFF Entitlement	**37,444**	**182,297**	**376,418**	**260,536**	**260,536**	**198,889**	**-**	**-**	**-**	**-**	**-**	**-**	**1,316,120**	**1,321,363**	**(5,243)**	**3,759,963**	**3,612,439**	**(147,524)**	**2,443,843**
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	11,875	(11,875)	54,353	48,985	(5,368)	54,353
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	17,602	-	-	-	-	-	-	-	-	17,602	26,270	(8,668)	55,343	53,357	(1,987)	37,741
SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**17,602**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**17,602**	**38,145**	**(20,543)**	**109,696**	**102,342**	**(7,355)**	**92,094**
Other State Revenue																			
8311 SpEd Revenue	10,096	10,096	18,173	18,173	18,173	-	-	-	-	-	-	-	74,711	76,933	(2,222)	265,700	224,800	(40,900)	190,989
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	6,512	-	-	-	-	-	-	-	6,512	1,579	4,933	39,900	6,512	(33,388)	33,388
8560 StateLotteryRev	-	-	-	11,519	-	10,379	-	-	-	-	-	-	21,898	31,108	(9,210)	106,529	92,322	(14,207)	84,631
8590 AllOthStateRev	-	45,689	-	-	4,381	(24,239)	-	-	-	-	-	-	25,831	45,689	(19,858)	-	117,438	117,438	(25,831)
SUBTOTAL - Other State Revenue	**10,096**	**55,785**	**18,173**	**29,692**	**29,066**	**(13,860)**	**-**	**-**	**-**	**-**	**-**	**-**	**128,952**	**155,308**	**(26,356)**	**412,129**	**441,072**	**28,943**	**283,177**
Local Revenue																			
8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20,000	-	(20,000)	20,000
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	967	-	420	114	-	-	-	-	-	-	-	-	1,501	2,442	(941)	5,381	5,381	-	3,880
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 Other Revenue	1	-	7,644	3,989	13,056	-	-	-	-	-	-	-	24,690	26,996	(2,305)	72,000	75,000	3,000	47,310
8999 Misc Revenue (Suspense)	-	-	-	481	-	1	-	-	-	-	-	-	482	364	118	-	-	-	(482)
SUBTOTAL - Local Revenue	**968**	**-**	**8,064**	**4,584**	**13,056**	**1**	**-**	**-**	**-**	**-**	**-**	**-**	**26,673**	**29,802**	**(3,128)**	**97,381**	**80,381**	**(17,000)**	**70,708**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL REVENUE	**48,508**	**238,082**	**402,655**	**312,414**	**302,658**	**185,030**	**-**	**-**	**-**	**-**	**-**	**-**	**1,489,347**	**1,544,618**	**(55,271)**	**4,379,170**	**4,236,234**	**(142,936)**	**2,889,823**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	64,810	102,161	106,868	104,081	102,084	102,913	-	-	-	-	-	-	582,917	560,637	22,279	1,142,508	1,131,630	(10,878)	559,591
1300 Cert Adminis	48,466	28,868	29,520	29,520	29,520	29,520	-	-	-	-	-	-	195,414	193,597	1,817	372,470	372,418	(52)	177,056
SUBTOTAL - Certificated Salaries	**113,276**	**131,028**	**136,388**	**133,601**	**131,604**	**132,433**	**-**	**-**	**-**	**-**	**-**	**-**	**778,331**	**754,234**	**24,096**	**1,514,978**	**1,504,048**	**(10,930)**	**736,647**

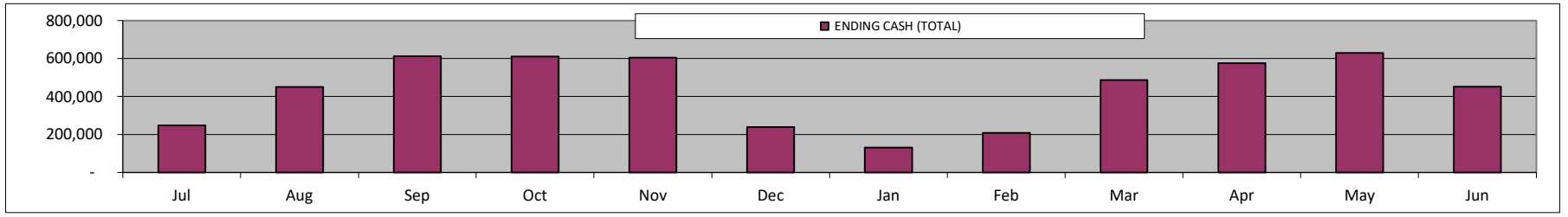
December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	3,762	6,869	11,753	11,069	10,341	10,232	-	-	-	-	-	-	54,025	55,040	(1,014)	153,695	122,499	(31,196)	99,670
2200	Classified Support	13,106	9,378	12,630	10,292	10,066	10,299	-	-	-	-	-	-	65,772	56,380	9,392	40,052	90,670	50,618	(25,720)
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	9,594	10,620	10,668	10,620	10,890	11,640	-	-	-	-	-	-	64,032	72,662	(8,629)	167,892	170,035	2,143	103,859
2900	OtherClassStaff	4,438	241	(1,435)	84	4,621	144	-	-	-	-	-	-	8,094	2,522	5,572	-	-	-	(8,094)
	SUBTOTAL - Classified Salaries	**30,900**	**27,109**	**33,616**	**32,065**	**35,918**	**32,315**	**-**	**-**	**-**	**-**	**-**	**-**	**191,924**	**186,603**	**5,321**	**361,638**	**383,203**	**21,565**	**169,714**
Employee Benefits																				
3101	STRS-Certified	11,738	22,325	21,878	22,638	23,056	22,569	-	-	-	-	-	-	124,204	126,263	(2,059)	267,171	275,276	8,105	142,967
3102	STRS-Classified	1,427	1,368	1,565	1,611	1,560	1,527	-	-	-	-	-	-	9,058	7,736	1,322	13,252	13,252	-	4,194
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	3,845	3,482	4,485	4,284	4,169	4,297	-	-	-	-	-	-	24,563	24,139	425	55,268	49,268	(6,000)	30,705
3301	OASDI/Med-Cert	1,643	1,811	1,941	1,897	1,973	1,918	-	-	-	-	-	-	11,182	10,978	204	22,500	22,500	-	11,318
3302	OASDI/Med-Class	1,529	1,522	1,930	1,790	1,800	1,844	-	-	-	-	-	-	10,415	9,614	801	18,500	18,500	-	8,085
3401	HlthWelfareCert	356	1,558	1,276	26,513	-	(2,334)	-	-	-	-	-	-	27,369	29,703	(2,334)	283,304	281,146	(2,158)	255,935
3402	HlthWelfareCert	-	-	1,026	-	-	4,000	-	-	-	-	-	-	5,026	3,467	1,559	16,696	11,096	(5,600)	11,670
3501	UI-Certificated	-	257	-	-	236	-	-	-	-	-	-	-	493	680	(186)	2,000	2,000	-	1,507
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3601	WorkersCmp-Cert	3,907	1,302	1,302	1,302	3,023	1,302	-	-	-	-	-	-	12,138	9,798	2,340	16,000	16,000	-	3,862
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	364	(364)	1,500	1,500	-	1,500
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**24,445**	**33,625**	**35,402**	**60,036**	**35,816**	**35,124**	**-**	**-**	**-**	**-**	**-**	**-**	**224,449**	**222,741**	**1,707**	**696,191**	**690,538**	**(5,653)**	**471,743**
Books & Supplies																				
4100	Text&CoreCurric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5,000	-	(5,000)	5,000
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	5,000	2,000	(3,000)	5,000
4310	Ins Mats & Sups	67	-	-	-	203	1,261	-	-	-	-	-	-	1,531	9,643	(8,112)	10,000	39,566	29,566	8,469
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	160	158	-	315	490	383	-	-	-	-	-	-	1,506	1,063	443	7,000	2,407	(4,593)	5,494
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	1,431	-	-	-	-	-	-	-	-	1,431	1,685	(255)	2,481	2,481	-	1,050
4335	PE Supplies	-	-	-	1,701	-	-	-	-	-	-	-	-	1,701	1,895	(194)	2,500	2,500	-	799
4340	Educat Software	-	-	1,773	1,800	-	-	-	-	-	-	-	-	3,573	6,667	(3,094)	17,731	16,336	(1,396)	14,158
4345	NonInstStdntSup	-	-	-	-	59	-	-	-	-	-	-	-	59	1,455	(1,396)	6,000	6,000	-	5,941
4346	TeacherSupplies	-	-	-	268	289	151	-	-	-	-	-	-	708	809	(101)	2,500	2,500	-	1,792
4350	Cust. Supplies	-	-	453	749	187	-	-	-	-	-	-	-	1,390	2,454	(1,064)	6,365	6,365	-	4,975
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	727	(727)	5,000	3,000	(2,000)	5,000
4440	Computers <$5k	-	-	-	189	-	-	-	-	-	-	-	-	189	1,355	(1,166)	5,000	5,000	-	4,811
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	29	(269)	-	-	-	-	-	-	-	(240)	173	(413)	-	622	622	240
4720	Food:Other Food	-	-	-	544	-	-	-	-	-	-	-	-	544	1,806	(1,263)	7,000	5,752	(1,248)	6,456
4999	Misc Expenditure (Suspense)	-	-	11,129	3,390	-	(1,000)	-	-	-	-	-	-	13,518	10,999	2,520	-	-	-	(13,518)
	SUBTOTAL - Books and Supplies	**227**	**158**	**13,355**	**10,416**	**960**	**794**	**-**	**-**	**-**	**-**	**-**	**-**	**25,910**	**41,216**	**(15,306)**	**81,577**	**94,529**	**12,952**	**55,668**
Services & Other Operating Expenses																				

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
5101	CMO Fees	-	-	-	-	-	34,631	-	-	-	-	-	-	34,631	48,389	(13,758)	415,570	399,207	(16,363)	380,939
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	130	-	119	-	-	-	-	-	-	249	1,311	(1,062)	5,000	5,000	-	4,751
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	67	-	-	-	-	-	-	-	-	67	1,918	(1,850)	8,000	7,700	(300)	7,933
5300	DuesMemberships	-	-	1,070	-	-	-	-	-	-	-	-	-	1,070	2,992	(1,922)	6,000	9,000	3,000	4,930
5450	Other Insurance	5,639	1,880	1,880	1,880	4,365	1,880	-	-	-	-	-	-	17,524	14,120	3,403	23,000	23,000	-	5,476
5500	OpsHousekeeping	-	743	521	1,286	788	245	-	-	-	-	-	-	3,584	5,690	(2,106)	32,000	15,500	(16,500)	28,416
5510	Gas & Electric	-	3,282	7,629	9,276	7,743	5,322	-	-	-	-	-	-	33,251	29,839	3,413	60,000	60,000	-	26,749
5610	Rent & Leases	39,681	79,681	59,681	59,681	59,681	-	-	-	-	-	-	-	298,405	296,596	1,809	716,172	716,172	-	417,767
5620	EquipmentLeases	-	-	2,797	(4,255)	1,595	1,362	-	-	-	-	-	-	1,498	1,805	(306)	12,000	12,000	-	10,502
5630	Reps&MaintBldng	-	-	3,975	-	-	-	-	-	-	-	-	-	3,975	5,678	(1,703)	33,000	11,000	(22,000)	29,025
5800	ProfessServices	-	3,238	-	-	4,689	36	-	-	-	-	-	-	7,963	7,903	60	28,578	22,480	(6,097)	20,615
5810	Legal	-	-	4,725	4,687	1,938	24	-	-	-	-	-	-	11,373	10,752	622	5,000	14,939	9,939	(6,373)
5813	SchPrgAftSchool	-	-	3,488	-	18,352	12,647	-	-	-	-	-	-	34,488	23,013	11,474	-	84,029	84,029	(34,488)
5814	SchPrgAcadComps	-	-	-	-	88	-	-	-	-	-	-	-	88	1,455	(1,367)	6,000	6,000	-	5,912
5819	SchlProgs-Other	295	-	-	-	-	-	-	-	-	-	-	-	295	296	(1)	-	300	300	(295)
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	2,061	(2,061)	8,500	8,500	-	8,500
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	630	750	-	-	-	-	-	-	1,380	9,697	(8,317)	40,000	40,000	-	38,620
5836	FieldTrip Trans	-	-	-	1,890	1,299	-	-	-	-	-	-	-	3,190	4,220	(1,030)	-	11,500	11,500	(3,190)
5840	MarkngStdtRecrt	-	-	-	-	515	2,424	-	-	-	-	-	-	2,939	2,424	515	10,000	10,000	-	7,061
5850	Oversight Fees	3,156	3,156	2,975	-	-	-	-	-	-	-	-	-	9,287	16,194	(6,907)	37,779	37,779	-	28,492
5857	Payroll Fees	1,309	1,141	1,154	850	1,154	1,154	-	-	-	-	-	-	6,763	5,311	1,451	10,000	7,990	(2,010)	3,237
5860	Service Fees	-	-	39	-	35	-	-	-	-	-	-	-	75	272	(197)	1,000	1,000	-	925
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	1,558	198	939	-	-	-	-	-	-	-	2,695	2,757	(62)	5,000	5,886	886	2,305
5864	Prof Dev-Other	-	-	-	-	-	-	-	-	-	-	-	-	-	1,144	(1,144)	5,000	4,717	(283)	5,000
5869	SpEd Ctrct Inst	-	-	9,854	5,705	3,737	8,522	-	-	-	-	-	-	27,817	23,963	3,854	52,179	50,228	(1,951)	24,362
5870	Livescan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	527	(527)	12,802	2,174	(10,628)	12,802
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	1,572	1,696	2,906	4,478	-	-	-	-	-	-	10,652	9,021	1,631	27,000	27,000	-	16,348
5890	OthSvcsNon-Inst	269	269	269	-	-	-	-	-	-	-	-	-	807	612	196	-	-	-	(807)
5900	Communications	-	-	-	-	-	2,010	-	-	-	-	-	-	2,010	487	1,523	-	2,010	2,010	(2,010)
5920	TelecomInternet	958	828	828	1,451	832	833	-	-	-	-	-	-	5,731	9,868	(4,137)	28,000	28,000	-	22,269
5930	PostageDelivery	184	184	184	-	220	-	-	-	-	-	-	-	771	1,630	(859)	5,000	5,000	-	4,229
5940	Technology	-	-	7,593	274	274	274	-	-	-	-	-	-	8,414	9,184	(770)	21,300	13,300	(8,000)	12,886
	SUBTOTAL - Services & Other Operating Exp.	**51,491**	**94,403**	**111,792**	**84,816**	**111,780**	**76,710**	**-**	**-**	**-**	**-**	**-**	**-**	**530,992**	**551,128**	**(20,136)**	**1,613,880**	**1,641,411**	**27,532**	**1,082,888**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	22,000	-	(22,000)	22,000

December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
6900	Depreciation	-	-	-	-	-	4,301	-	-	-	-	-	-	4,301	4,848	(548)	45,000	20,000	(25,000)	40,699
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**-**	**-**	**4,301**	**-**	**-**	**-**	**-**	**-**	**-**	**4,301**	**4,848**	**(548)**	**67,000**	**20,000**	**(47,000)**	**62,699**
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	1,072	(1,072)	-	4,423	4,423	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	566	(566)	-	2,333	2,333	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1,638**	**(1,638)**	**-**	**6,756**	**6,756**	**-**
TOTAL EXPENSES		**220,340**	**286,324**	**330,553**	**320,934**	**316,078**	**281,677**	**-**	**-**	**-**	**-**	**-**	**-**	**1,755,905**	**1,762,408**	**(6,503)**	**4,335,264**	**4,340,486**	**5,222**	**2,579,359**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-SD	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**160,322**	**208,561**	**410,628**	**567,012**	**565,244**	**558,578**	**131,624**	**24,649**	**102,076**	**380,587**	**468,337**	**523,064**	**344,923**	
Revenue														
LCFF Entitlement	37,444	182,297	376,418	260,536	260,536	198,889	150,000	150,000	564,033	373,273	340,249	340,249	373,273	**3,607,196**
Federal Revenue	-	-	-	17,602	-	-	10,271	10,271	10,271	10,271	10,271	10,271	2,568	**81,799**
Other State Revenues	10,096	55,785	18,173	29,692	29,066	(13,860)	45,722	45,722	45,722	45,722	45,722	45,722	11,431	**414,716**
Other Local Revenues	968	-	8,064	4,584	13,056	1	8,093	8,093	8,093	8,093	8,093	8,093	2,023	**77,253**
Total Revenue	**48,508**	**238,082**	**402,655**	**312,414**	**302,658**	**185,030**	**214,086**	**214,086**	**628,119**	**437,359**	**404,336**	**404,336**	**389,294**	**4,180,963**
Expenses														
Certificated Salaries	113,276	131,028	136,388	133,601	131,604	132,433	119,970	119,970	119,970	119,970	119,970	119,970	29,993	**1,528,145**
Classified Salaries	30,900	27,109	33,616	32,065	35,918	32,315	31,456	31,456	31,456	31,456	31,456	31,456	7,864	**388,524**
Benefits	24,445	33,625	35,402	60,036	35,816	35,124	74,847	74,847	74,847	74,847	74,847	74,847	18,712	**692,245**
Books and Supplies	227	158	13,355	10,416	960	794	8,530	8,530	8,530	8,530	8,530	8,530	2,133	**79,223**
Services and Operations	51,491	94,403	111,792	84,816	111,780	76,710	118,314	118,314	118,314	118,314	118,314	51,182	447,529	**1,621,275**
Depreciation / Cap Outlay	-	-	-	-	-	4,301	2,424	2,424	2,424	2,424	2,424	2,424	606	**19,452**
Other Outflows	-	-	-	-	-	-	819	819	819	819	819	819	205	**5,118**
Total Expenses	**220,340**	**286,324**	**330,553**	**320,934**	**316,078**	**281,677**	**356,362**	**356,362**	**356,362**	**356,362**	**356,362**	**289,229**	**507,041**	**4,333,983**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	258,891	52,657												**311,548**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj	42,230	(11,723)	275,000			(276,034)	28,547	212,950						**270,970**
Fixed Assets - Depreciation Addback			5,360	5,360	5,360	5,360	5,360	5,360	5,360	5,360	5,360	5,360		**53,600**
Fixed Assets - Acquisitions														**-**
Due To (From)	100,000	200,000	(200,000)	(3,594)	(3,594)	(3,594)	(3,594)	(3,594)	(3,594)	(3,594)	(3,594)	(303,594)		**(232,346)**
Expenses - Prior Year Accruals	(98,600)													**(98,600)**
Accounts Payable - Current Year		9,375	9,281											**18,656**
Summer Holdback for Teachers				4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987	4,987		**44,883**
Loans Payable (Current)				-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**302,520**	**250,309**	**89,641**	**6,753**	**6,753**	**(269,281)**	**35,300**	**219,703**	**6,753**	**6,753**	**6,753**	**(293,247)**		**368,711**
Total Change in Cash	**130,688**	**202,067**	**161,744**	**(1,767)**	**(6,667)**	**(365,928)**	**(106,975)**	**77,428**	**278,510**	**87,750**	**54,727**	**(178,141)**		**215,691**
ENDING CASH (Local Bank 9120)	208,561	410,628	567,012	565,244	558,578	131,624	24,649	102,076	380,587	468,337	523,064	344,923		
ENDING CASH (County Treas. & Other)	40,220	40,221	45,581	45,581	45,581	106,607	106,607	106,607	106,607	106,607	106,607	106,607		
ENDING CASH (TOTAL)	**248,781**	**450,849**	**612,592**	**610,825**	**604,158**	**238,231**	**131,256**	**208,683**	**487,194**	**574,944**	**629,671**	**451,530**		<<< = 38 days cash



MERF Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($615,588).

This is an decrease of ($675,859) from the original July Budget projected surplus of $60,271.

This will allow MERF to end this fiscal year with a balance of $1,008,075, which is 18.1% 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 $1,391,930, which represents 89 days of operating costs on average.

This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = decrease of ($590,645), or -10.6% of July revenues)

Other Local Revenues: This category includes all MERF revenues from the sites, as well as other schoolwide revenue sources.

CMO Fee and other projected revenues are ($590,645) lower than in the July Budget.

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $85,214, or 1.6% of July expenses)

Federal Revenues are projected at $9,668 higher than in the July Budget.

Salaries and Benefits costs are $34,876 higher than in the July Budget, reflecting budget adjustments.

Other State Revenues are projected at $12,346 higher than in the July Budget.

Books & Supplies costs are projected at $30,195 higher than in the July Budget, due to targeted budget adjustments (see detail).

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be $20,143 higher than in the July Budget, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.

These costs are projected at $0 lower than in the July Budget, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Projected Average Daily Attendance:																		-	
SUMMARY																			
Revenue																			
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenues	428,452	431,304	434,806	300,898	280,147	589,075	-	-	-	-	-	-	2,464,683	2,464,234	449	5,556,982	4,966,337	(590,645)	50%
Total Revenue	**428,452**	**431,304**	**434,806**	**300,898**	**280,147**	**589,075**	**-**	**-**	**-**	**-**	**-**	**-**	**2,464,683**	**2,464,234**	**449**	**5,556,982**	**4,966,337**	**(590,645)**	**50%**
Expenditures																			
Certificated Salaries	51,055	51,055	51,055	51,055	51,055	51,055	-	-	-	-	-	-	306,332	306,332	-	751,794	751,794	-	41%
Classified Salaries	158,115	165,066	170,181	148,083	166,114	167,183	-	-	-	-	-	-	974,742	925,893	48,849	1,824,791	1,814,791	(10,000)	54%
Benefits	62,695	69,106	86,098	172,476	42,904	104,798	-	-	-	-	-	-	538,078	442,070	96,008	864,815	909,691	44,876	59%
Books and Supplies	8,776	20,305	2,135	28,548	2,648	865	-	-	-	-	-	-	63,278	76,216	(12,938)	97,430	127,625	30,195	50%
Services and Operating Exp.	99,096	181,293	53,467	144,919	139,092	116,626	-	-	-	-	-	-	734,495	761,954	(27,459)	1,957,881	1,978,024	20,143	37%
Depreciation & Cap Outlay	-	-	-	-	-	430	-	-	-	-	-	-	430	-	430	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	**379,738**	**486,826**	**362,938**	**545,082**	**401,814**	**440,957**	**-**	**-**	**-**	**-**	**-**	**-**	**2,617,355**	**2,512,466**	**104,889**	**5,496,711**	**5,581,925**	**85,214**	**47%**
Net Revenues													**(152,672)**	**(48,232)**	**(104,440)**	**60,271**	**(615,588)**	**(675,859)**	

Fund Balance		
Beginning Balance (Audited)	1,623,663	
Net Revenues	(615,588)	
Ending Fund Balance	**1,008,075**	
Components of Fund Bal.		
Available For Econ. Uncert.	991,457	17.8% of Expenditures
Restricted Balances (Est.)	-	0.0% of Expenditures
Net Fixed Assets	16,618	0.3% of Expenditures
Ending Fund Balance	**1,008,075**	**18.1% of Expenditures**

DELTA MANAGED S

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
REVENUE DETAIL	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Adopted (July 1) Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
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 Rev	-	1,853	-	-	-	-	-	-	-	-	-	-	1,853	1,404	449	-	-	-	(1,853)
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8701 CMO Fee - MSA-1	74,594	74,594	74,594	74,594	-	149,189	-	-	-	-	-	-	447,566	447,566	-	895,132	895,132	-	447,566
8702 CMO Fee - MSA-2	67,601	67,601	67,601	67,601	-	135,202	-	-	-	-	-	-	405,607	405,607	-	811,213	811,213	-	405,606
8703 CMO Fee - MSA-3	74,594	74,594	74,594	-	149,189	69,651	-	-	-	-	-	-	442,622	442,622	-	895,132	895,132	-	452,510
8704 CMO Fee - MSA-4	5,595	5,595	5,595	-	11,189	1,382	-	-	-	-	-	-	29,355	29,355	-	67,135	67,135	-	37,780
8705 CMO Fee - MSA-5	13,986	13,986	13,986	-	27,973	51,476	-	-	-	-	-	-	121,408	121,408	-	167,837	167,837	-	46,429
8706 CMO Fee - MSA-6	5,595	5,595	5,595	-	11,189	1,382	-	-	-	-	-	-	29,355	29,355	-	67,135	67,135	-	37,780
8707 CMO Fee - MSA-7	37,297	37,297	37,297	-	74,594	34,825	-	-	-	-	-	-	221,311	221,311	-	447,566	447,566	-	226,255
8708 CMO Fee - MSA-8	74,594	74,594	74,594	74,594	-	149,189	-	-	-	-	-	-	447,566	447,566	-	895,132	895,132	-	447,566
8709 CMO Fee - MSA-SA	74,594	74,594	74,594	74,594	-	(37,851)	-	-	-	-	-	-	260,526	260,526	-	895,132	295,132	(600,000)	634,606
8712 CMO Fee - MSA-SD	-	-	-	-	-	34,631	-	-	-	-	-	-	34,631	34,631	-	415,570	415,570	-	380,939
8699 Other Revenue	1	1,000	6,355	9,514	6,013	-	-	-	-	-	-	-	22,884	22,884	-	-	9,355	9,355	(22,884)
8999 Misc Revenue (Suspense)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Local Revenue	428,452	431,304	434,806	300,898	280,147	589,075	-	-	-	-	-	-	2,464,683	2,464,234	449	5,556,982	4,966,337	(590,645)	3,092,299
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	428,452	431,304	434,806	300,898	280,147	589,075	-	-	-	-	-	-	2,464,683	2,464,234	449	5,556,982	4,966,337	(590,645)	3,092,299
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Cert Adminis	51,055	51,055	51,055	51,055	51,055	51,055	-	-	-	-	-	-	306,332	306,332	-	751,794	751,794	-	445,462
SUBTOTAL - Certificated Salaries	51,055	51,055	51,055	51,055	51,055	51,055	-	-	-	-	-	-	306,332	306,332	-	751,794	751,794	-	445,462

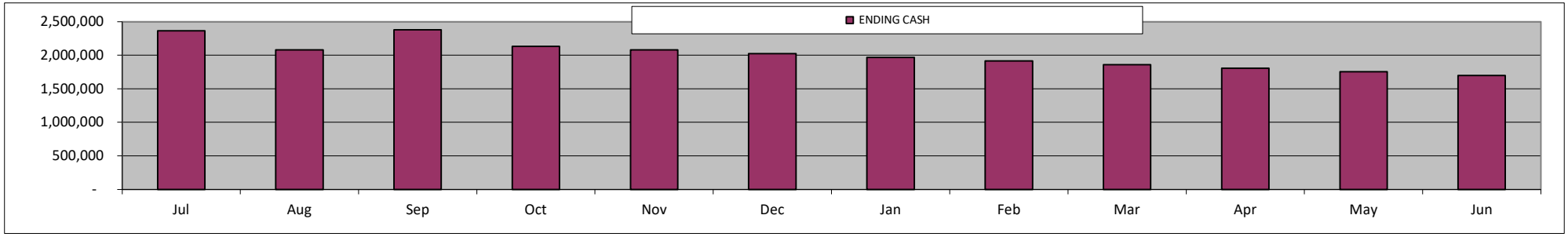
December 2019 Monthly Update Actuals through December 31, 2019)		Year To Date															Annual Budget			
MSA MERF		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2200	Classified Support	-	3,465	4,687	4,484	4,281	4,484	-	-	-	-	-	-	21,402	9,574	11,829	-	-	-	(21,402)
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	109,728	114,487	118,380	96,485	114,719	115,584	-	-	-	-	-	-	669,383	636,646	32,737	1,248,040	1,254,040	6,000	578,657
2900	OtherClassStaff	48,387	47,114	47,114	47,114	47,114	47,114	-	-	-	-	-	-	283,957	279,673	4,283	576,750	560,750	(16,000)	292,793
	SUBTOTAL - Classified Salaries	**158,115**	**165,066**	**170,181**	**148,083**	**166,114**	**167,183**	**-**	**-**	**-**	**-**	**-**	**-**	**974,742**	**925,893**	**48,849**	**1,824,791**	**1,814,791**	**(10,000)**	**850,048**
Employee Benefits																				
3101	STRS-Certified	8,705	8,705	8,140	144,836	8,705	25,686	-	-	-	-	-	-	204,776	153,584	51,192	101,080	101,080	-	(103,697)
3102	STRS-Classified	7,225	7,867	7,276	5,256	7,867	7,867	-	-	-	-	-	-	43,357	32,552	10,805	47,954	47,954	-	4,597
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	4,746	4,746	4,746	4,746	4,746	4,746	-	-	-	-	-	-	28,479	18,986	9,493	136,042	136,042	-	107,564
3301	OASDI/Med-Cert	740	740	740	740	740	740	-	-	-	-	-	-	4,442	2,961	1,481	196,699	191,978	(4,721)	192,257
3302	OASDI/Med-Class	9,453	9,741	9,687	8,315	7,991	8,073	-	-	-	-	-	-	53,259	28,747	24,512	(2,373)	2,348	4,721	(55,632)
3401	HlthWelfareCert	3,055	15,704	41,681	11,581	4,022	44,378	-	-	-	-	-	-	120,421	144,381	(23,960)	370,505	370,505	-	250,084
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-	-	-	(4,747)	4,747	(19,580)	(19,580)	-	(19,580)
3501	UI-Certificated	-	-	-	-	-	-	-	-	-	-	-	-	-	188	(188)	774	774	-	774
3502	UI-Classified	221	396	209	(413)	-	-	-	-	-	-	-	-	413	433	(20)	496	496	-	83
3601	WorkersCmp-Cert	16,414	5,472	5,472	(10,943)	2,736	2,736	-	-	-	-	-	-	21,887	21,722	165	-	38,305	38,305	(21,887)
3701	Other Retirement-Cert	8,291	11,856	4,072	4,240	2,018	6,420	-	-	-	-	-	-	36,898	23,152	13,746	-	6,566	6,566	(36,898)
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	4,677	(4,677)	24,516	19,292	(5,224)	24,516
3902	OthBenes-Class	3,844	3,878	4,075	4,117	4,079	4,152	-	-	-	-	-	-	24,147	15,434	8,713	8,702	13,930	5,229	(15,445)
	SUBTOTAL - Employee Benefits	**62,695**	**69,106**	**86,098**	**172,476**	**42,904**	**104,798**	**-**	**-**	**-**	**-**	**-**	**-**	**538,078**	**442,070**	**96,008**	**864,815**	**909,691**	**44,876**	**326,737**
Books & Supplies																				
4100	Text&CoreCurric	-	-	-	-	-	-	-	-	-	-	-	-	-	242	(242)	1,000	1,000	-	1,000
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	6,515	(6,515)	1,000	26,873	25,873	1,000
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	95	1,227	-	918	389	619	-	-	-	-	-	-	3,248	5,110	(1,863)	14,080	14,080	-	10,832
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	242	(242)	-	1,000	1,000	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	-	-	-	-	-	-	-	-	-	-	-	3,704	(3,704)	15,000	15,280	280	15,000
4345	NonInstStdntSup	-	-	-	-	-	-	-	-	-	-	-	-	-	364	(364)	-	1,500	1,500	-
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	737	-	-	-	-	-	-	-	-	-	737	2,134	(1,397)	5,500	6,500	1,000	4,763
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	485	(485)	2,000	2,000	-	2,000
4440	Computers <$5k	-	-	-	(510)	1,661	-	-	-	-	-	-	-	1,151	2,328	(1,177)	9,200	11,197	1,997	8,049
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	10	8,615	1,399	7,094	598	483	-	-	-	-	-	-	18,198	24,651	(6,453)	49,650	48,195	(1,455)	31,452
4999	Misc Expenditure (Suspense)	8,672	10,464	-	21,046	-	(237)	-	-	-	-	-	-	39,944	30,441	9,504	-	-	-	(39,944)
	SUBTOTAL - Books and Supplies	**8,776**	**20,305**	**2,135**	**28,548**	**2,648**	**865**	**-**	**-**	**-**	**-**	**-**	**-**	**63,278**	**76,216**	**(12,938)**	**97,430**	**127,625**	**30,195**	**34,152**

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5101	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5205	Conference Fees	209	-	-	-	-	-	-	-	-	-	-	-	209	6,381	(6,172)	25,668	25,668	-	25,459
5210	MilesParkTolls	4,523	3,677	2,303	3,710	5,114	5,526	-	-	-	-	-	-	24,853	25,281	(428)	74,000	59,868	(14,132)	49,147
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	193	(200)	-	716	278	2,136	-	-	-	-	-	-	3,124	12,288	(9,164)	66,000	48,469	(17,531)	62,876
5300	DuesMemberships	14,910	26,029	300	75	400	140	-	-	-	-	-	-	41,854	42,581	(727)	33,650	46,539	12,889	(8,204)
5450	Other Insurance	10,526	2,198	4,396	-	2,198	2,198	-	-	-	-	-	-	21,516	21,455	61	35,000	35,000	-	13,484
5500	OpsHousekeeping	-	474	632	632	632	632	-	-	-	-	-	-	3,002	4,063	(1,061)	5,000	11,330	6,330	1,998
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	15,499	16,309	15,273	15,273	29,288	16,799	-	-	-	-	-	-	108,440	92,322	16,118	177,745	185,974	8,229	69,305
5620	EquipmentLeases	-	286	286	1,527	286	857	-	-	-	-	-	-	3,241	2,802	439	5,000	5,000	-	1,759
5630	Reps&MaintBldng	100	-	-	-	-	-	-	-	-	-	-	-	100	318	(218)	1,000	1,000	-	900
5800	ProfessServices	12,000	31,846	16,916	20,216	49,976	28,914	-	-	-	-	-	-	159,868	168,746	(8,878)	377,718	443,023	65,305	217,850
5810	Legal	-	6,009	-	-	-	11,771	-	-	-	-	-	-	17,780	22,330	(4,550)	170,000	140,656	(29,344)	152,220
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	90,000	90,000	-	90,000
5825	DMSBusinessSvcs	34,474	68,948	-	68,948	34,474	34,474	-	-	-	-	-	-	241,317	214,506	26,811	520,000	520,000	-	278,683
5835	Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	153	1,863	(831)	-	-	-	-	-	-	-	-	1,185	12,801	(11,616)	53,000	49,100	(3,900)	51,815
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5857	Payroll Fees	4,701	1,664	1,165	(2,477)	1,165	1,165	-	-	-	-	-	-	7,382	8,677	(1,294)	20,000	20,000	-	12,618
5860	Service Fees	-	259	583	-	-	-	-	-	-	-	-	-	843	7,911	(7,068)	30,000	30,000	-	29,157
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	960	11,183	1,790	2,924	200	1,530	-	-	-	-	-	-	18,587	31,097	(12,511)	90,900	75,600	(15,300)	72,314
5864	Prof Dev-Other	-	1,500	-	1,500	-	1,500	-	-	-	-	-	-	4,500	6,535	(2,035)	15,500	17,582	2,082	11,000
5869	SpEd Ctrct Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5870	Livescan	-	-	-	95	-	-	-	-	-	-	-	-	95	120	(25)	-	200	200	(95)
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5875	Staff Recruiting	-	1,256	-	1,747	194	782	-	-	-	-	-	-	3,979	5,631	(1,652)	15,000	13,845	(1,155)	11,021
5884	Substitutes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5890	OthSvcsNon-Inst	-	-	-	-	5,921	-	-	-	-	-	-	-	5,921	2,909	3,012	-	12,000	12,000	(5,921)
5900	Communications	133	128	-	261	-	128	-	-	-	-	-	-	649	2,128	(1,479)	5,000	7,150	2,150	4,351
5920	TelecomInternet	710	715	810	811	818	818	-	-	-	-	-	-	4,682	4,248	435	4,000	8,000	4,000	(682)
5930	PostageDelivery	-	684	-	357	-	-	-	-	-	-	-	-	1,041	2,122	(1,081)	5,500	5,500	-	4,459
5940	Technology	158	8,176	7,151	29,435	8,150	7,257	-	-	-	-	-	-	60,327	64,702	(4,375)	138,200	126,520	(11,680)	77,873
	SUBTOTAL - Services & Other Operating Exp.	**99,096**	**181,293**	**53,467**	**144,919**	**139,092**	**116,626**	**-**	**-**	**-**	**-**	**-**	**-**	**734,495**	**761,954**	**(27,459)**	**1,957,881**	**1,978,024**	**20,143**	**1,223,386**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

December 2019 Monthly Update Actuals through December 31, 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	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Adopted July 1 Budget	Current Forecast	Change From July 1 Budget	Actuals as % of Current Budget
6900	Depreciation	-	-	-	-	-	430	-	-	-	-	-	-	430	-	430	-	-	-	(430)
	SUBTOTAL - Capital Outlay & Depreciation	-	-	-	-	-	430	-	-	-	-	-	-	430	-	430	-	-	-	(430)
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		379,738	486,826	362,938	545,082	401,814	440,957	-	-	-	-	-	-	2,617,355	2,512,466	104,889	5,496,711	5,581,925	85,214	2,879,356

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MERF	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct BUDGET	Nov BUDGET	Dec BUDGET	Jan BUDGET	Feb BUDGET	Mar BUDGET	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**2,665,572**	**2,363,941**	**2,077,108**	**2,378,202**	**2,132,503**	**2,078,082**	**2,023,661**	**1,969,239**	**1,914,818**	**1,860,397**	**1,805,976**	**1,751,555**	**1,697,134**	
Revenue														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Local Revenues	428,452	431,304	434,806	300,898	408,591	408,591	408,591	408,591	408,591	408,591	408,591	408,591	102,148	**4,966,337**
Total Revenue	**428,452**	**431,304**	**434,806**	**300,898**	**408,591**	**408,591**	**408,591**	**408,591**	**408,591**	**408,591**	**408,591**	**408,591**	**102,148**	**4,966,337**
Expenses														
Certificated Salaries	51,055	51,055	51,055	51,055	66,372	66,372	66,372	66,372	66,372	66,372	66,372	66,372	16,593	**751,794**
Classified Salaries	158,115	165,066	170,181	148,083	142,224	142,224	142,224	142,224	142,224	142,224	142,224	142,224	35,556	**1,814,791**
Benefits	62,695	69,106	86,098	172,476	62,947	62,947	62,947	62,947	62,947	62,947	62,947	62,947	15,737	**909,691**
Books and Supplies	8,776	20,305	2,135	28,548	8,225	8,225	8,225	8,225	8,225	8,225	8,225	8,225	2,056	**127,625**
Services and Operations	99,096	181,293	53,467	144,919	181,727	181,727	181,727	181,727	181,727	181,727	181,727	181,727	45,432	**1,978,024**
Depreciation / Cap Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**379,738**	**486,826**	**362,938**	**545,082**	**461,496**	**461,496**	**461,496**	**461,496**	**461,496**	**461,496**	**461,496**	**461,496**	**115,374**	**5,581,925**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	-	10,202	70,364											**80,566**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj														**-**
Fixed Assets - Depreciation Addback			-	-	-	-	-	-	-	-	-	-		**-**
Fixed Assets - Acquisitions														**-**
Due To (From)	(197,746)	(167,064)	149,544	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)	(1,516)		**(228,913)**
Expenses - Prior Year Accruals	(152,599)	(74,449)	9,318											**(217,730)**
Accounts Payable - Current Year	-	-												**-**
Summer Holdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Current)			-	-	-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**(350,345)**	**(231,311)**	**229,226**	**(1,516)**	**(1,516)**	**(1,516)**	**(1,516)**	**(1,516)**	**(1,516)**	**(1,516)**	**(1,516)**	**(1,516)**		**(366,077)**
Total Change in Cash	**(301,631)**	**(286,833)**	**301,094**	**(245,700)**	**(54,421)**	**(54,421)**	**(54,421)**	**(54,421)**	**(54,421)**	**(54,421)**	**(54,421)**	**(54,421)**		**(981,665)**
ENDING CASH	**2,363,941**	**2,077,108**	**2,378,202**	**2,132,503**	**2,078,082**	**2,023,661**	**1,969,239**	**1,914,818**	**1,860,397**	**1,805,976**	**1,751,555**	**1,697,134**		<<< = 111 days cash



QUESTIONS & COMMENTS

Cover Sheet

Facilities Updates

Section:	V. Information/Discussion Items
Item:	B. Facilities Updates
Purpose:	FYI
Submitted by:	
Related Material:	V B Facilities Updates.pdf

Board Agenda Item #:	V B- Information Item
Date:	January 23, 2020
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS") Board of Directors ("MPS Board")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	FACILITIES UPDATES

Background

No action recommended. Information only. Most relevant updates are highlighted in yellow.

SCHOOL	UPDATES	NEXT STEPS
MSA-1	New High School Building Construction Update: ▪ Installation of gas meter completed ▪ Final pay requistions in process ▪ Change order request from Oltmans to be taken up at Ad Hoc / Facilities Committee meeting on December 4th meeting	New High School Building Construction: ▪ Obtain final inspection sign-offs ▪ Obtain a permanent certificate of occupancy following all inspection sign-offs and approval of the zone change
	Sale of Portion of Land to City: ▪ City has contacted us interested in purchasing a 25 wide strip of land in the parcel adjacent to the City owned land	Sale of Portion of Land to City: Review proposition, explore opportunities for collaboration (including use of any underground parking), review site consequences, return to Board with recommendations
	Zone Change: ▪ The zone change application was approved by the Area Planning Commission on November 14th. ▪ Review and insure we meet conditions of approval	Zone Change: ▪ Implement any conditions of approval.
	Prop 39 Energy Efficiency Grant (**$255,528.00**): ▪ Completed	Prop 39 Energy Efficiency Grant: ▪ Process and pay any final invoices.

MAGNOLIA PUBLIC SCHOOLS

SCHOOL	UPDATES	NEXT STEPS
MSA-2	Campus Improvements: ▪ Submitted a new budget to LAUSD in accordance with reserve requirements	Campus Improvements: ▪ Confirm approval by LAUSD and Move forward with RFP process
	Prop 39 Energy Efficiency Grant (**$228,414.50**): ▪ All projects approved ▪ Due to LAUSD requirements, the HVAC project requires the payment of an additional $47,000. The additional expenditure was approved by the Ad Hoc Committee.	Prop 39 Energy Efficiency Grant: ▪ Independent Contractor is handling ▪ Complete HVAC project
MSA-3	Prop 39 Co-location: ▪ Current year Use Agreement finalized ▪ Search for private site continues. C. Brimmer assisting.	Prop 39 Co-location: ▪ Continue with site search
	Prop 39 Energy Efficiency Grant (**$247,000**): ▪ In process	Prop 39 Energy Efficiency Grant: ▪ Independent Contractor is handling implementation
MSA-4	Prop 39 Co-location: ▪ Use Agreement finalized ▪ Search for private site continues.	Prop 39 Co-location: ▪ Continue with site search and strategize for future move
	Prop 39 Energy Efficiency Grant (**$231,070**): ▪ Given the small number of classrooms that were part of the current year Prop 39 co-location award, we will not undertake any improvements that do not directly benefit the school	Prop 39 Energy Efficiency Grant: ▪ Independent Contractor is handling implementation
MSA-5	Prop 39 Co-location: ▪ Use Agreement finalized	Prop 39 Co-location: ▪ None
	Prop 39 Energy Efficiency Grant (**$234,833**): ▪ LED lighting project in process	Prop 39 Energy Efficiency Grant: ▪ Independent Contractor is handling implementation
MSA-6	Lease ▪ Lease/Facilities Usage Agreement finalized and signed.	Lease ▪ None

MAGNOLIA PUBLIC SCHOOLS

SCHOOL	UPDATES	NEXT STEPS
	Prop 39 Energy Efficiency Grant (**$58,836.53**): ▪ Lighting retrofit and solar installation completed	Prop 39 Energy Efficiency Grant: ▪ Independent Contractor is handling implementation.
MSA-7	Prop 39 Energy Efficiency Grant (**$238,410.00**): ▪ All projects completed	Prop 39 Energy Efficiency Grant: ▪ n/a
	Other Capital Improvements ▪ Pricing out the undertaking of certain other capital improvement projects at the school site ○ 1. Concrete wall near the back of school ○ 2. Retaining wall in the playground area ○ 3. Cracks in asphalt	Other Capital Improvements: ▪ Independent Contractor is handling implementation
MSA-8	Prop 39 Energy Efficiency Grant (**$232,428.36**): ▪ LED lighting project in process or should be completed	Prop 39 Energy Efficiency Grant: ▪ Independent Contractor is handling implementation
MSA-SAN DIEGO	Close Out: ▪ No change; ▪ GC visited campus and gave proposal for final fixes; construction contract presented to GC ▪ Need to remedy some fire department notices.	Close Out: ▪ Independent contractor will assist with the close out of MSA-San Diego and any other facilities issues that are outstanding. ▪ Fix ADA signage issues ▪ Get Inspector of Record ("IOR") sign-off
MSA-SANTA ANA	There are some warranty issues that need to be addressed by the general contractor. • Water Leaks • Drainage • Maintenance Agreements • Signage • MOU for Soccer League	In process. May seek help of independent contractor as needed.